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ABSTRACT

The "Nevada English Language Arts Standards" are intended to give Nevada children the tools and experiences that will help them not only to succeed in school but also to become lifelong and adept readers, writers, listeners, and speakers. The scope of English language arts study extends far beyond the English language arts classroom. Students apply the skills learned there in every content area. Many of the standards set out for younger students are on the surface similar to those written for high school students--what changes between the sets of expectations is the developmental abilities of students to, for example, write more sophisticated compositions or read more complex texts. This document contains supplemental information not included in previous editions. First, suggested interdisciplinary links have been noted at the bottom of each box, when applicable, for Grades 2, 3, 5, 8, and 12. Second, for the Benchmark Grades of 2, 3, 5, 8, and 12, each of the benchmark standards were prioritized based on a 3-part framework which included Enduring Knowledge, Important Knowledge, and Knowledge Worth Being Familiar With. In addition, for each of the benchmark standards in Grades 3, 5, 8, and 12, a determination was made as to whether the standard would be assessed locally by school district personnel or through a state assessment. The document provides keys to the coding used throughout regarding interdisciplinary links by subject area, prioritization framework, and assessment level. It is divided into: Introduction; Content Standards and Indicators of Progress, Kindergarten through Grade 4; Content Standards and Indicators of Progress, Grades 5 through 12; and Glossary. Appended are performance level descriptors detailing: Exceeds Standard; Meets Standard; Approaches Standard; or Below Standard.(NKA)

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ED 467 602

Nevada English Language Arts Content Standards for Kindergarten and Grades 1, 2, 3, 4, 5, 6, 7, 8, and 12

[and] Performance Level Descriptors.

As Adopted March 2001

(September 1, 2001 Edition)

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Introduction

The study of English Language Arts begins before children even enter school. Young children listen and observe the words and interactions of those around them. They communicate at first without words but then, as they add language to their vocabulary, express their thoughts and needs with increasing clarity and precision. Adults communicate basic desires, and some make communication itself an art form.

The study of language arts is the study of communication in many forms. English language arts classes in schools aim to give students the tools to be effective communicators: readers, writers, speakers, and listeners. Students are taught to read by being trained in a variety of reading strategies and processes and are given numerous opportunities to practice their skills. Students write for a variety of purposes: to inform, to persuade, and to entertain. Listening and speaking skills first gained in the English language arts classroom are essential to helping students be active and strong learners in every other classroom and must be encouraged and practiced there, as well. Students should also be provided with opportunities to use telecommunication to collaborate, publish, and interact with peers, experts, and other audiences to reach beyond traditional classroom walls.

The *Nevada English Language Arts Standards* are intended to give Nevada children the tools and experiences that will help them not only to succeed in school but also to become lifelong and adept readers, writers, listeners, and speakers. The scope of English language arts study extends far beyond the English language arts classroom. Students apply the skills learned there in every content area; for example, students write science reports and make presentations in social studies classes. It is the same with research. While students often gain their research skills through instruction in the English language arts, the practice of those skills spans many content areas. Technology tools used within the English language arts classroom to enhance productivity, communication, and research can assist students as they construct models, prepare publications, and produce other creative works. Many of the standards set out for younger students are on the surface similar to those written for high school students. What changes between the sets of expectations is the developmental abilities of students to, for example, write more sophisticated compositions or to read more complex texts.

This edition of the Nevada English Language Arts Standards contains supplemental information not previously included in previous editions. First, suggested interdisciplinary links have been noted at the bottom of each box, when applicable, for grades 2, 3, 5, 8 and 12. Second, for the Benchmark Grades of 2, 3, 5, 8 and 12, each of the benchmark standards were prioritized based on a three-part framework which included Enduring Knowledge, Important Knowledge and Knowledge Worth Being Familiar With. In addition, for each of the benchmark standards in grades 3, 5, 8, and 12, a determination was made as to whether the standard would be assessed locally by school district personnel or through a state assessment. In doing so, it was assumed that all standards would be assessed at the local level but that only some of the standards are appropriate for assessment at the state level. Listed below are the keys to the coding used throughout the document regarding interdisciplinary links by subject area, prioritization framework and assessment level.

KEY TO INTERDISCIPLINARY LINKS

(Located at the bottom of each box, as applicable, for Grades 2, 3, 5, 8, and 12)

C = Civics E = English Language Arts Ec = Economics G = Geography

H = History M = Mathematics S = Science

KEY TO PRIORITY FRAMEWORK AND ASSESSMENT LEVEL

E = Enduring. Complex, engaging, "big ideas," will require more in-depth knowledge.
I = Important to know and do. Students should retain detailed but not extensive knowledge.
W = Worth being familiar with. Students should have awareness of key people, ideas, concepts, and terms.

L = Nevada Academic Standards that are assessable at the local level ONLY.
S = Nevada Academic Standards that are assessable at the state and local levels.

The coding for both the priority framework and the assessment level are located at the top, right hand corner of each box. Priority framework coding is provided for Grades 2, 3, 5, 8, and 12. Assessment level coding is provided for Grades 3, 5, 8, and 12 only. As an example, the letters E/L found at the top right hand corner of a 3rd grade benchmark standard would indicate that the standard requires Enduring knowledge and will only be assessed at the local level.

Reading

Content Standard 1.0: *Students know and use word analysis skills and strategies to comprehend new words encountered in text.*

By the end of **Kindergarten**, students know and are able to:	By the end of **Grade 1**, students know and are able to do everything required in the previous grade and:	By the end of **Grade 2**, students know and are able to do everything required in previous grades and:	By the end of **Grade 3**, students know and are able to do everything required in previous grades and:	By the end of **Grade 4**, students know and are able to do everything required in previous grades and:	
1.K.1 Use high-frequency words and **environmental print**[1] to read simple texts.	1.1.1 Use knowledge of high-frequency words to begin reading texts aloud with fluency, accuracy, and expression.	I 1.2.1 Use knowledge of high-frequency words to read texts aloud with fluency, accuracy, and expression.	I/L 1.3.1 Read texts aloud with fluency, accuracy, and appropriate **intonation** and expression; read high-frequency words to build fluency.		Oral Reading
1.K.2 Identify and use letter/sound relationships to identify some words.	1.1.2 Use **phonics** and knowledge of word families to **decode** words in context.	E 1.2.2 Use knowledge of phonics and structural elements (e.g., syllables, basic prefixes, roots, and suffixes) to decode unfamiliar words of one or more syllables in context.	E/S 1.3.2 Use knowledge of phonics and structural elements to read and to determine the meaning of unfamiliar words in context. M 7.5; S 2.3.2	1.4.2 Use knowledge of phonics, structural elements, and **syntax** to read and to determine the meaning of unfamiliar words in context.	Phonics

Decode - To recognize and interpret; in this case, reading words.
Environmental Print – Print and other symbols, other than books, found in the physical environment, such as street signs, billboards, etc.
Intonation - The rise and fall in pitch of the voice in speech.
Phonics – The system by which symbols represent sounds in an alphabetic writing system.
Syntax - The way in which words are put together or related to one another in a sentence; "I ate the sandwich." "the sandwich I ate."

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[1] Words in bold text are defined at the bottom of the page.

Content Standard 1.0: Reading

By the end of **Kindergarten**, students know and are able to:	By the end of **Grade 1**, students know and are able to do everything required in the previous grade and:	By the end of **Grade 2**, students know and are able to do everything required in previous grades and:	By the end of **Grade 3**, students know and are able to do everything required in previous grades and:	By the end of **Grade 4**, students know and are able to do everything required in previous grades and:	
	1.1.3 Use knowledge of common prefixes, suffixes, and abbreviated words to identify words in context.	I 1.2.3 Identify the meanings of common prefixes, suffixes, and abbreviated words in context.	I/S 1.3.3 Use knowledge of prefixes, suffixes, roots, or base words to determine the meaning of words in context.	1.4.3 Identify and use knowledge of common Greek- and Latin- derived roots and **affixes** to determine the meaning of words in context.	Word Attack

Affixes - One or more sounds or letters attached to the beginning or end of a word or base; also known as prefixes or suffixes.

Content Standard 1.0: Reading

By the end of **Kindergarten**, students know and are able to:	By the end of **Grade 1**, students know and are able to do everything required in the previous grade and:	By the end of **Grade 2**, students know and are able to do everything required in previous grades and:	By the end of **Grade 3**, students know and are able to do everything required in previous grades and:	By the end of **Grade 4**, students know and are able to do everything required in previous grades and:	
1.K.4 Identify initial and final sounds in words. Recognize and sequence letters of the alphabet.	1.1.4 Use knowledge of simple spelling patterns (e.g., **CVC**=cat, CVCe=cake, CVVC=boat), **blends**, and **digraphs** when reading; apply basic knowledge of alphabetical order.	I 1.2.4 Identify and use knowledge of spelling patterns such as special vowel spellings when reading; apply knowledge of basic syllabication rules when reading (e.g., V/CV= su/per, VC/CV= sup/per).	I/S 1.3.4 Identify and use knowledge of **diphthongs** when reading; determine the meanings and other features of unknown words using dictionaries and glossaries.	1.4.4 Determine the meanings and other features of unknown words and derivations of words, using dictionaries and glossaries.	Word Patterns and Meanings
	1.1.5 Identify **synonyms** and **antonyms** in context.	I 1.2.5 Identify and use knowledge of synonyms, antonyms, homophones, and **homographs** to expand vocabulary and understand text.	I/S 1.3.5 Identify and use knowledge of synonyms, antonyms, homophones, and homographs to expand vocabulary and understand text.	1.4.5 Use knowledge of vocabulary and context clues to determine meanings of unknown words.	Context, Syntax and Literary Allusion

Antonyms - Words with opposite meanings, for example, *hot* and *cold*.
Blends - Two or more consecutive consonants that begin a syllable, such as *bl*end.
CVC - A simple spelling pattern- a consonant, a vowel, and a consonant: *cat*.
Digraphs - Two letters that represent one speech sound, such as *ch* for /ch/ in *chin* or *ea* for /e/ in *bread*.
Diphthongs - A vowel sound produced when the tongue glides from one vowel to another, such as in *bee, bay, toy, buy*.
Homographs - Words that are spelled the same but have different pronunciations or meanings: the *bow* of a ship; a *bow* and arrow.
Synonyms - Words with similar meanings, for example *pretty* and *beautiful*.

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Reading

Content Standard 2.0: *Students use reading process skills and strategies to build comprehension.*

By the end of **Kindergarten**, students know and are able to:	By the end of **Grade 1**, students know and are able to do everything required in the previous grade and:	By the end of **Grade 2**, students know and are able to do everything required in previous grades and:	By the end of **Grade 3**, students know and are able to do everything required in previous grades and:	By the end of **Grade 4**, students know and are able to do everything required in previous grades and:	
2.K.1 Use prior knowledge and picture clues as pre-reading strategies to aid comprehension.	2.1.1 Use, with teacher assistance, pre-reading strategies that aid comprehension, such as accessing prior knowledge, predicting, previewing, and setting a purpose.	W 2.2.1 Identify pre-reading strategies that aid comprehension, such as accessing prior knowledge, predicting, previewing, and setting a purpose.	I/L 2.3.1 Identify pre-reading strategies, such as accessing prior knowledge, predicting, previewing, and setting a purpose to improve comprehension. S 17.3.1; S 20.3.2	2.4.1 Identify pre-reading strategies, such as accessing prior knowledge, predicting, previewing, and setting a purpose to improve comprehension.	Pre-Reading Strategies
	2.1.2 Use, with teacher assistance, self-correcting strategies, such as rereading, substituting (replacing a known word), and reading on.	I 2.2.2 Identify self-correcting strategies, such as self-questioning and rereading.	I/L 2.3.2 Use self-correcting strategies, such as self-questioning and rereading to gain meaning from text.	2.4.2 Select and use self-correcting strategies to gain meaning from text.	During Reading – Repairing Comprehension
	2.1.3 Recall details of the text while reading.	I 2.2.3 Formulate the main idea of the text while reading.	I/L 2.3.3 Recall essential points in text while reading; make and revise predictions about upcoming information.	2.4.3 Apply skills and strategies of summarizing, paraphrasing, and drawing conclusions to aid comprehension.	During Reading - Strategies

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Content Standard 2.0: Reading

By the end of **Kindergarten**, students know and are able to:	By the end of **Grade 1**, students know and are able to do everything required in the previous grade and:	By the end of **Grade 2**, students know and are able to do everything required in previous grades and:	By the end of **Grade 3**, students know and are able to do everything required in previous grades and:	By the end of **Grade 4**, students know and are able to do everything required in previous grades and:	
	2.1.4 Retell details of text.	I 2.2.4 Retell the main idea of text.	I/S 2.3.4 Restate facts and details in text to share information and organize ideas. H 1.3.2; M 2.3.4	2.4.4 Use note taking, outlining, and summarizing to organize and understand information from text.	After Reading – Extending Comprehension
			I/L 2.3.5 Adjust **reading rate** to suit difficulty of text.	2.4.5 Adjust reading rate to suit difficulty and type of text.	Adjusting Reading Rate

Reading Rate - The speed at which a selection is read and the manner in which it is read, depending on the purpose; skimming, scanning, studying, or reading for pleasure.

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Reading

Content Standard 3.0: *Students read to comprehend, interpret, and evaluate literature from a variety of authors, cultures, and times.*

By the end **Kindergarten**, students know and are able to:	By the end of **Grade 1**, students know and are able to do everything required in the previous grade and:	By the end of **Grade 2**, students know and are able to do everything required in previous grades and:	By the end of **Grade 3**, students know and are able to do everything required in previous grades and:	By the end of **Grade 4**, students know and are able to do everything required in previous grades and:	
	3.1.1 Identify characters, setting, and sequence in stories.	I 3.2.1 Analyze simple elements of a story, such as settings, characters, and plot (e.g., restate the logical and sequential development of a story and generate alternative endings to stories).	I/L 3.3.1 Compare plots, settings, and characters in a variety of works and by a variety of authors.	3.4.1 Use knowledge of character, setting, plot, conflict, and resolution to comprehend a variety of works.	Literary Elements
	3.1.2 Identify simple character traits and predict story outcome.	I 3.2.2 Make basic inferences about character traits and predict story outcomes.	E/S 3.3.2 Make **inferences** about setting and characters' traits; make predictions about plot; check text for verification.	3.4.2 Make inferences about and compare characters' traits; make predictions about conflicts and resolutions; check text for verification.	Inferences and Predictions
3.K.3 Listen to stories from different cultures and eras.	3.1.3 Listen to and read stories from different cultures and eras.	W 3.2.3 Compare and contrast different versions of the same stories from different cultures and eras. G 2.2.2; H 1.2.2; G 2.2.5	I/L 3.3.3 Compare plots, settings, characters, and perspectives in a variety of works by a variety of authors from different cultures and times. G 2.3.2	3.4.3 Identify cultural influences in literature.	Historical/ Cultural Context

Inferences - Conclusions arrived at by reasoning from evidence.

Content Standard 3.0: Reading

By the end of **Kindergarten**, students know and are able to:	By the end of **Grade 1**, students know and are able to do everything required in the previous grade and:	By the end of **Grade 2**, students know and are able to do everything required in previous grades and:	By the end of **Grade 3**, students know and are able to do everything required in previous grades and:	By the end of **Grade 4**, students know and are able to do everything required in previous grades and:	
			E/S 3.3.4 Identify and compare **themes** or messages in reading selections.	3.4.4 Identify themes in a variety of reading selections.	Theme
3.K.5 Listen for rhythm, rhyme, and **alliteration**.	3.1.5 Identify rhythm, rhyme, and alliteration.	W 3.2.5 Compare rhythm, rhyme, and alliteration in poetry.	W/L 3.3.5 Identify **simile**, **metaphor**, **onomatopoeia**, and **hyperbole** in text.	3.4.5 Locate **figurative language**, including **simile**, metaphor, and **personification** in text.	Stylistic Devices
					Author's Use of Stylistic Devices to Achieve Purpose[2]

Alliteration – Repetition of the same letter or sound at the beginning of two or more consecutive words near one another; as in *silly Sally simply sang*.
Figurative Language - Comparing or identifying one with another that has a meaning or connotation familiar to the reader; see *metaphor* or *simile* as examples.
Hyperbole - A figure of speech that uses intentional exaggeration: She cried *buckets of tears*.
Metaphor - An implied comparison between two objects or actions, such as, "The ship knifed through the waters" or "The moon was tossed upon cloudy seas" (the action of the ship being compared to the slicing of a knife and the cloudy sky being compared to an ocean with waves); see *simile*.
Onomatopoeia - The use of a word whose sound suggests the sense of the word, such as *sizzle*, *clang*, or *snap*, *crackle* and *pop*.
Personification - Figure of speech in which something not human is given human characteristics, such as "the tree lifts its arms to the sky."
Simile - An explicit comparison between two objects or actions using *like* or *as*, such as "soft as a feather" or "the cat's tongue feels like sandpaper." See *metaphor*.
Theme - The dominant idea of a work of literature.

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[2] This topic is a placeholder for content taught in subsequent grades.

Content Standard 3.0: Reading

By the end of **Kindergarten**, students know and are able to:	By the end of **Grade 1**, students know and are able to do everything required in the previous grade and:	By the end of **Grade 2**, students know and are able to do everything required in previous grades and:	By the end of **Grade 3**, students know and are able to do everything required in previous grades and:	By the end of **Grade 4**, students know and are able to do everything required in previous grades and:	
3.K.7 Listen and respond to poetry and **prose**.	3.1.7 Read and identify poetry and prose.	3.2.7 Distinguish between poetry and prose.	3.3.7 Read and identify stories, plays, poetry, and non-fiction selections.	3.4.7 Identify structures of stories, plays, poetry, and non-fiction selections.	Genres

Prose - Anything not written in poetry form.

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Reading

Content Standard 4.0: *Students read to comprehend, interpret, and evaluate informational texts for specific purposes.*

By the end of **Kindergarten**, students know and are able to:	By the end of **Grade 1**, students know and are able to do everything required in the previous grade and:	By the end of **Grade 2**, students know and are able to do everything required in previous grades and:	By the end of **Grade 3**, students know and are able to do everything required in previous grades and:	By the end of **Grade 4**, students know and are able to do everything required in previous grades and:	
4.K.1 Demonstrate an understanding that texts, pictures, and graphs provide information.	4.1.1 Locate and use title, pictures, charts, graphs, and names of author and illustrator to obtain information.	E 4.2.1 Locate table of contents and chapter headings and interpret information from diagrams, charts, and graphs. M 7.4; G 1.2.3; M 3.2.6; M 5.2.1	E/S 4.3.1 Distinguish essential information from titles, tables of contents, chapter headings, glossaries, indexes, diagrams, charts, and maps to locate information in texts for specific purposes. M 5.3.1	4.4.1 Use information from titles, tables of contents, chapter headings, glossaries, indexes, diagrams, charts, and maps to comprehend text.	Text Features
4.K.2 Recall information from texts, pictures, and graphs.	4.1.2 Identify cause and effect and main idea.	E 4.2.2 Identify and explain cause and effect and determine the main idea of a passage.	E/S 4.3.2 Distinguish between cause and effect, fact and opinion, and main idea and supporting details in text.	4.4.2 Compare main ideas and important concepts of various texts.	Rhetorical Strategies
4.K.3 Distinguish between statements and questions.	4.1.3 Use text, pictures, and graphs to answer questions.	I 4.2.3 Ask questions to gain understanding of important information in text. H 2.3.1; M 7.3	I/L 4.3.3 Ask questions and support answers by connecting prior knowledge with literal and inferential information in text. H 2.3.1; S 18.3.1	4.4.3 Develop hypotheses based upon prior knowledge and information from text.	Location of Information

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Content Standard 4.0: Reading

By the end of **Kindergarten**, students know and are able to:	By the end of **Grade 1**, students know and are able to do everything required in the previous grade and:	By the end of **Grade 2**, students know and are able to do everything required in previous grades and:	By the end of **Grade 3**, students know and are able to do everything required in previous grades and:	By the end of **Grade 4**, students know and are able to do everything required in previous grades and:	
			E/S 4.3.4 Draw conclusions about text and support them with textual evidence and experience.	4.4.4 Draw conclusions about text and support them with evidence from a variety of sources.	Evaluation of Logic
				4.4.5 Identify authors' purposes for writing.	Effects of Author's Purpose and Context
4.K.6 Follow, with teacher assistance, a simple pictorial/written direction.	4.1.6 Read and follow a simple direction to perform a task.	E 4.2.6 Read and follow simple directions to perform a task.	E/S 4.3.6 Read and follow three and four-step directions to complete a simple task. S 22 3.1	4.4.6 Read and follow multi-step directions to complete a task.	Directions

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Writing

Content Standard 5.0: *Students write a variety of texts that inform, persuade, describe, evaluate, or tell a story and are appropriate to purpose and audience.*

By the end of **Kindergarten**, students know and are able to:	By the end of **Grade 1**, students know and are able to do everything required in the previous grade and:	By the end of **Grade 2**, students know and are able to do everything required in previous grades and:	By the end of **Grade 3**, students know and are able to do everything required in previous grades and:	By the end of **Grade 4**, students know and are able to do everything required in previous grades and:	
5.K.1 Respond to information by drawing or writing with teacher assistance.	5.1.1 Use a source to write a simple **informative paper** with teacher assistance.	E 5.2.1 Use at least two sources to write an informative paper. G 3.2.1; G 3.2.3	E/L 5.3.1 Locate, acknowledge, and use at least three sources to write an informative paper.	5.4.1 Write informative papers with a clear focus using a variety of sources.	Information
5.K.2 Draw or write, with teacher assistance, to communicate.	5.1.2 Write friendly notes.	I 5.2.2 Write friendly letters.	I/L 5.3.2 Write friendly letters, formal letters, thank you letters, and invitations that address audience concerns, stated purpose, and context and that include the date, proper salutation, body, closing, and signature.	5.4.2 Write organized friendly letters, formal letters, thank you letters, and invitations in an appropriate format for a specific audience and purpose.	Personal/Business
5.K.3 Draw or write, with teacher assistance, stories about familiar experiences and events.	5.1.3 Write simple stories.	I 5.2.3 Write stories and poems.	I/S 5.3.3 Write a narrative or story that moves through a logical sequence of events and includes details to develop the plot.	5.4.3 Write a narrative or story that moves through a logical sequence of events and includes details to develop the plot, characters, and setting.	Narration

Informative Paper - Any paper that offers information, such as a report or how-to essay.

Content Standard 5.0: Writing

By the end of **Kindergarten**, students know and are able to:	By the end of **Grade 1**, students know and are able to do everything required in the previous grade and:	By the end of **Grade 2**, students know and are able to do everything required in previous grades and:	By the end of **Grade 3**, students know and are able to do everything required in previous grades and:	By the end of **Grade 4**, students know and are able to do everything required in previous grades and:	
5.K.4 Draw or write, with teacher assistance, responses to literature.	5.1.4 Write, with teacher assistance, responses to literature.	W 5.2.4 Write responses to literature.	I/L 5.3.4 Write responses to literature, drawing upon experiences.	5.4.4 Write responses to literary selections, using supporting details from the selection.	Literary Analysis
			E/S 5.3.5 Write compositions that retell events of a story in sequence.	5.4.5 Write compositions with a main idea and supporting details.	Summary
			E/S 5.3.6 Write short **expository** texts.	5.4.6 Write short expository texts with supporting details.	Persuasion

Expository - The form of non-fiction writing which informs or explains.

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Writing

Content Standard 6.0: *Students write with a clear focus and logical development, evaluating, revising, and editing for organization, style, tone, and word choice.*

By the end of **Kindergarten**, students know and are able to:	By the end of **Grade 1**, students know and are able to do everything required in the previous grade and:	By the end of **Grade 2**, students know and are able to do everything required in previous grades and:	By the end of **Grade 3**, students know and are able to do everything required in previous grades and:	By the end of **Grade 4**, students know and are able to do everything required in previous grades and:	
6.K.1 Select, with teacher assistance, ideas for writing.	6.1.1 Generate and select, with teacher assistance, ideas for writing.	I 6.2.1 Generate possible ideas for future writing by recalling experiences, talking, drawing, and hearing stories.	I/L 6.3.1 Generate possible ideas for future writing through group activities, such as **brainstorming** and discussions.	6.4.1 Generate ideas for writing through discussions and individual activities, such as brainstorming and clustering.	Prewriting
6.K.2 Organize and sequence, with teacher assistance, ideas generated through group discussions.	6.1.2 Organize and sequence ideas, with teacher assistance, through activities such as drawing and discussing.	I 6.2.2 Organize ideas through activities such as listing and clustering. G 2.2.5	I/L 6.3.2 Organize ideas using **graphic organizers**, such as a **web** or **Venn diagram**. H 1.3.1, H 1.3.2	6.4.2 Organize ideas through activities that draw upon sequencing and classifying skills.	Organizing
6.K.3 Draw or write simple stories with teacher assistance.	6.1.3 Write stories or other compositions with teacher assistance.	I 6.2.3 Write stories or other compositions.	I/L 6.3.3 Write simple compositions that address a single **topic** and include supporting sentences.	6.4.3 Write compositions of at least one paragraph with a main idea and supporting details.	Drafting

Brainstorming - Collecting ideas in groups by freely sharing a large number of possibilities.
Graphic Organizers – Teacher or student-related tools such as schematic drawings used to record and organize information when reading or writing; see *web*.
Topic - The subject being written about.
Venn Diagram - In semantic mapping, overlapping circles that show features either unique or common to two or more concepts.
Webbing - A pre-writing technique that often makes use of circles or squares to organize ideas regarding a topic for writing.

Content Standard 6.0: Writing

By the end of **Kindergarten**, students know and are able to:	By the end of **Grade 1**, students know and are able to do everything required in the previous grade and:	By the end of **Grade 2**, students know and are able to do everything required in previous grades and:	By the end of **Grade 3**, students know and are able to do everything required in previous grades and:	By the end of **Grade 4**, students know and are able to do everything required in previous grades and:	
	6.1.4 Revise writing, with teacher assistance, to include details.	I 6.2.4 Revise writing for detail and clarity.	I/L 6.3.4 Revise drafts, using an established **rubric**, to improve the coherence and logical progression of ideas.	6.4.4 Revise drafts to improve meaning and focus of writing by adding and deleting words, sentences, and ideas.	Revising
	6.1.5 Edit, with teacher assistance, for correct word **usage**.	I 6.2.5 Edit, with teacher assistance, for correct word usage.	I/L 6.3.5 Edit for use of standard English.[3]	6.4.5 Edit for use of standard English.	Editing
	6.1.6 Identify, with teacher assistance, an audience for writing.	I 6.2.6 Produce writing for given audiences.	I/L 6.3.6 Produce writing with **voice** for given audiences.	6.4.6 Produce writing with a voice that shows awareness of an intended audience and purpose.	Recognizing Audience
6.K.7 Share drawings or writing with others.	6.1.7 Read and share writing with others.	I 6.2.7 Share writing with others and listen to responses.	I/L 6.3.7 Share writing with others, listen to responses, and consider making revisions to drafts based upon reader responses.	6.4.7 Share drafts with others and consider making revisions based upon written responses.	Sharing

Rubric - Scoring guide; written criteria used to judge a particular kind of performance.
Usage - The way words are used correctly in a sentence, such as subject/verb agreement, pronoun/antecedent agreement, or consistency of tense.
Voice - The presence of the writer on the page; writing with strong voice leaves the reader feeling a strong connection to the writing and/or writer.

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[3] See standard 7.0 for grade-level expectations.

Writing

Content Standard 7.0: *Students write using standard English grammar, usage, punctuation, capitalization, and spelling*

By the end of **Kindergarten**, students know and are able to:	By the end of **Grade 1**, students know and are able to do everything required in the previous grade and:	By the end of **Grade 2**, students know and are able to do everything required in previous grades and:	By the end of **Grade 3**, students know and are able to do everything required in previous grades and:	By the end of **Grade 4**, students know and are able to do everything required in previous grades and:	
	7.1.1 Use nouns, verbs, and pronouns in writing.	I 7.2.1 Use nouns, verbs, pronouns, adjectives, and adverbs in writing.	I/S 7.3.1 Identify and correctly use **subject/verb agreement** and past, present, and future verb tenses in writing simple sentences.	7.4.1 Identify and correctly use pronoun/**antecedent** agreement, subject/verb agreement, and verb tenses in writing simple, compound, and complex sentences.	Grammar/Usage
	7.1.2 Write complete sentences.	I 7.2.2 Identify complete and incomplete sentences in writing.	I/L 7.3.2 Demonstrate understanding of and write complete declarative, interrogative, imperative, and **exclamatory sentences.**	7.4.2 Write compound and complex sentences.	Sentence Structure
	7.1.3 Use end punctuation, simple contractions, and singular possessives.	I 7.2.3 Use commas in the greeting and closure of a letter and with dates and words in a series; use end punctuation, contractions, and possessives correctly.	I/S 7.3.3 Use quotation marks in dialogue; punctuate city and state, dates, and titles of books.	7.4.3 Use correct punctuation in compound sentences; use irregular and plural possessives.	Punctuation

Antecedent - Pronouns are words that take the place of nouns; the antecedent for the pronoun is the noun it takes the place of. For example, "John fell down, but he didn't hurt himself." Here, the pronouns *he* and *himself* take the place of *John*; therefore John is the antecedent for *he* and *himself*.
Exclamatory Sentence - Sentence which expresses emotion; for example "I just qualified for the Olympics!"
Subject/Verb Agreement - Using a singular verb with a single subject or a plural verb with a plural subject.

Content Standard 7.0: Writing

By the end of **Kindergarten**, students know and are able to:	By the end of **Grade 1**, students know and are able to do everything required in the previous grade and:	By the end of **Grade 2**, students know and are able to do everything required in previous grades and:	By the end of **Grade 3**, students know and are able to do everything required in previous grades and:	By the end of **Grade 4**, students know and are able to do everything required in previous grades and:	
7.K.4 Capitalize first letters of own first and last names.	7.1.4 Capitalize names, months, days of the week, and words at the beginning of sentences.	I 7.2.4 Capitalize proper nouns and initials.	I/S 7.3.4 Use rules of capitalization.	7.4.4 Use rules of capitalization.	Capitalization
7.K.5 Use correct spelling of own first and last names.	7.1.5 Use correct spelling of CVC words and frequently used words (e.g., the, is, my).	I 7.2.5 Use correct spelling of simple words containing short, long, and **r-controlled vowels**, blends, digraphs, and common irregular words (e.g., said, who, they).	I/S 7.3.5 Use correct spelling of words containing affixes, contractions, compounds, and common homophones (e.g., bear-bare).	7.4.5 Use correct spelling of frequently used words, applying various spelling strategies and high-frequency spelling rules.	Spelling
7.K.6 Form letters correctly.	7.1.6 Print legibly using left-to-right, top-to-bottom directionality and correct spacing between letters and words.	I 7.2.6 Create readable compositions that are legible.	I/L 7.3.6 Create readable and legible compositions, adhering to margins and correct spacing between letters in a word and words in a sentence.		Penmanship

R-controlled vowel - In English when an *r* colors the way the preceding vowel is pronounced, such as *bad* and *bar* or *can* and *car*.

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Listening & Speaking

Content Standard 8.0: *Students listen to and evaluate oral communications for content, style, speaker's purpose, and audience appropriateness.*

By the end of **Kindergarten**, students know and are able to:	By the end of **Grade 1**, students know and are able to do everything required in the previous grade and:	By the end of **Grade 2**, students know and are able to do everything required in previous grades and:	By the end of **Grade 3**, students know and are able to do everything required in previous grades and:	By the end of **Grade 4**, students know and are able to do everything required in previous grades and:	
8.K.1 Listen for a variety of purposes such as to obtain information, to solve problems, or enjoyment.	8.1.1 Identify purposes for listening such as to obtain information, to solve problems, or enjoyment.	E 8.2.1 Determine the purpose(s) for listening, such as to obtain information, to solve problems, or enjoyment.	E/L 8.3.1 Retell and explain what has been said by a speaker.	8.4.1 Interpret speaker's verbal and non-verbal messages and distinguish fact from opinion.	Message
8.K.2 Attend to and respond to stories and group discussions.	8.1.2 Attend to and respond to presentations.	I 8.2.2 Attend to and respond to public presentations and a variety of media.	I/L 8.3.2 Listen to connect prior experiences, insights, and ideas to the message of a speaker.	8.4.2 Listen to identify how speaking techniques are used to convey a message.	Content
	8.1.3 Recognize that different dialects exist.	W 8.2.3 Recognize that different dialects exist.	W/L 8.3.3 Recognize that language and sayings reflect regions and cultures.	8.4.3 Recognize that language and dialect usage vary in different contexts, regions, and cultures.	Language
8.K.4 Listen to and follow an oral direction.	8.1.4 Follow simple oral directions to complete a task.	E 8.2.4 Follow two-step oral directions to complete a task. G 4.2.2; S 22.2.1	E/L 8.3.4 Follow three- and four-step oral directions to complete a simple task. S 22.3	8.4.4 Follow oral directions to complete a complex task.	Following Directions

Dialects - Regional or social varieties of language with vocabulary, grammar, or pronunciation different from other regional or social varieties.

Listening & Speaking

Content Standard 9.0: *Students speak using organization, style, tone, voice, and media aids appropriate to audience and purpose.*

By the end of **Kindergarten**, students know and are able to:	By the end of **Grade 1**, students know and are able to do everything required in the previous grade and:	By the end of **Grade 2**, students know and are able to do everything required in previous grades and:	By the end of **Grade 3**, students know and are able to do everything required in previous grades and:	By the end of **Grade 4**, students know and are able to do everything required in previous grades and:	
9.K.1 Use and expand vocabulary to communicate ideas.	9.1.1 Use varied vocabulary to communicate ideas.	I 9.2.1 Select and use specific vocabulary to communicate ideas. M 4.2.2; M 3.2.6	E/L 9.3.1 Use specific vocabulary and apply standard English to communicate ideas.	9.4.1 Select and use varied vocabulary and apply standard English to communicate ideas.	Vocabulary Choice
9.K.2 Speak clearly at an understandable pace.	9.1.2 Speak clearly at an understandable pace.	E 9.2.2 Speak clearly at an understandable pace.	I/L 9.3.2 Use appropriate public speaking techniques such as volume control and eye contact.	9.4.2 Select and use appropriate public speaking techniques such as rate, pace, and enunciation.	Public Speaking Techniques
9.K.3 Share and respond to ideas.	9.1.3 Present ideas and ask questions in small and large groups.	I 9.2.3 Make oral presentations that maintain a clear focus.	E/L 9.3.3 Present ideas and supporting details in a logical sequence with a beginning, middle, and ending.	9.4.3 Give organized presentations that demonstrate a clear viewpoint.	Types of Speeches
9.K.4 Relate experiences and retell stories.	9.1.4 Recount experiences and retell stories in sequence.	E 9.2.4 Recount experiences and tell stories that move through a logical sequence of events and include character and setting. G 2.2.5; H 1.2.2	W/L 9.3.4 Read aloud and recite prose and poetry with fluency, rhythm, pace, appropriate intonation, and vocal patterns.	9.4.4 Read aloud and recite literary, dramatic, and original works.	Interpretive Speech

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Content Standard 9.0: Listening & Speaking

By the end of **Kindergarten**, students know and are able to:	By the end of **Grade 1**, students know and are able to do everything required in the previous grade and:	By the end of **Grade 2**, students know and are able to do everything required in previous grades and:	By the end of **Grade 3**, students know and are able to do everything required in previous grades and:	By the end of **Grade 4**, students know and are able to do everything required in previous grades and:	
9.K.5 Give clear directions to complete a simple task.	9.1.5 Give clear directions to complete a simple task.	E 9.2.5 Give clear directions to complete a simple task. G 4.2.2	E/L 9.3.5 Give clear three- and four-step directions to complete a simple task.	9.4.5 Give clear and concise directions to complete a task.	Giving Directions

Listening & Speaking

Content Standard 10.0: *Students participate in discussions to offer information, clarify ideas, and support a position.*

By the end of **Kindergarten**, students know and are able to:	By the end of **Grade 1**, students know and are able to do everything required in the previous grade and:	By the end of **Grade 2**, students know and are able to do everything required in previous grades and:	By the end of **Grade 3**, students know and are able to do everything required in previous grades and:	By the end of **Grade 4**, students know and are able to do everything required in previous grades and:	
10.K.1 Demonstrate turn-taking in conversations and group discussions.	10.1.1 Demonstrate turn-taking in conversations and group discussions.	I 10.2.1 Demonstrate turn-taking and attentiveness in conversations and group discussions. S 22.2.2	E/L 10.3.1 Speak and listen attentively in conversations and group discussions. M 7.1; S 22.3.3	10.4.1 Contribute to and listen attentively in conversations and group discussions.	Conversations and Group Discussions
10.K.2 Ask and answer questions.	10.1.2 Ask and answer questions to gather and provide information.	I 10.2.2 Ask and answer questions to gather and provide information. M 7.1; M 7.2; M 8.8	E/L 10.3.2 Ask pertinent questions; respond to questions with relevant details. M 7.2; M 8.8; H 2.3.1; S 21.3.1	10.4.2 Ask and answer questions with relevant details to clarify ideas.	Examination of Evidence
10.K.3 Share ideas and information.	10.1.3 Share ideas and information in small groups.	I 10.2.3 Present ideas and information in groups. M 7.1; M 7.2; C 1.2.4; S 22.3.3	I/L 10.3.3 Share ideas and information to complete a task. M 7.1; S 18.3.1; S 18.3.4; S 22.3.3	10.4.3 Share ideas, opinions, and information clearly and effectively.	Group Protocol
			E/L 10.3.4 Distinguish between a speaker's opinion and verifiable facts.	10.4.4 Identify and express opinions and state facts.	Evaluation

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Research

Content Standard 11.0: *Formulate research questions, use a variety of sources to obtain information, weigh the evidence, draw valid conclusions, and present findings.*

By the end of **Kindergarten**, students know and are able to:	By the end of **Grade 1**, students know and are able to do everything required in the previous grade and:	By the end of **Grade 2**, students know and are able to do everything required in previous grades and:	By the end of **Grade 3**, students know and are able to do everything required in previous grades and:	By the end of **Grade 4**, students know and are able to do everything required in previous grades and:	
11.K.1 Formulate questions, with teacher assistance, to explore areas of interest.	11.1.1 Formulate questions, with teacher assistance, to explore areas of interest.	I 11.2.1 Formulate questions to explore areas of interest. G 7.2.1; M 7.2	I/L 11.3.1 Formulate questions to investigate topics. G 4.3.6; G 7.3.1; H 2.3.1; M 7.2	11.4.1 Formulate research questions and establish a focus and purpose for inquiry.	Choosing a Research Topic
11.K.2 Use, with teacher assistance, reference materials and technology.	11.1.2 Locate and use, with teacher assistance, reference materials and technology.	E 11.2.2 Locate and use information from reference materials and technology. G 1.3.3; G 2.2.4; G 4.2.4; G 7.2.2; G 7.2.4; G 7.2.5	E/L 11.3.2 Use a variety of library resources, media, and technology to find information on a topic. G 7.3.2	11.4.2 Use a variety of library resources, media, and technology to find information on a topic.	Locating Information
			E/L 11.3.3 Give credit for others' ideas, images, and information.	11.4.3 Give credit for others' ideas, images, and information by listing sources used in research.	Documenting Sources
			E/L 11.3.4 Organize and record information from print and non-print resources. S 12.3.2; S 24.2.4	11.4.4 Organize and record information using note-taking from print and non-print resources.	Recording Information

Content Standard 11.0: Research

By the end of **Kindergarten**, students know and are able to:	By the end of **Grade 1**, students know and are able to do everything required in the previous grade and:	By the end of **Grade 2**, students know and are able to do everything required in previous grades and:	By the end of **Grade 3**, students know and are able to do everything required in previous grades and:	By the end of **Grade 4**, students know and are able to do everything required in previous grades and:	
	11.1.5 Share, with teacher assistance, research findings using various media.	I 11.2.5 Share research findings using various media. G 4.2.4; G 7.2.3; S 22.2.2	I/L 11.3.5 Present research findings for different purposes and audiences. G 7.3.4; S 22.3.2	11.4.5 Present research findings for different purposes and audiences using various media.	Presenting Research Findings

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Reading

Content Standard 1.0: *Students know and use word analysis skills and strategies to comprehend new words encountered in text.*

By the end of **Grade 5,** students know and are able to do everything required in previous grades and:	By the end of **Grade 6,** students know and are able to do everything required in previous grades and:	By the end of **Grade 7,** students know and are able to do everything required in previous grades and:	By the end of **Grade 8,** students know and are able to do everything required in previous grades and:	By the end of **Grade 12,** students know and are able to do everything required in previous grades and:	
					Oral Reading[4]
E/S 1.5.2 Use knowledge of phonics, structural elements, grammar, and syntax to read and to determine the meaning of unfamiliar words in context.					Phonics
I/S 1.5.3 Identify and use the meanings of high-frequency Greek- and Latin-derived roots and **affixes**[5] to determine the meanings of words.	1.6.3 Determine how the function of a word (part of speech) changes when a suffix (e.g., -ness, -tion, -able, -ous, -ly) is added.	1.7.3 Identify Greek- and Latin-derived roots and affixes encountered in reading across the curriculum.	I/S 1.8.3 Apply knowledge of Greek- and Latin-derived roots and affixes to determine the meaning of unknown words and to increase vocabulary.	I/S 1.12.3 Apply knowledge of Anglo-Saxon-, Greek-, and Latin-derived roots and affixes to determine the meaning of unknown vocabulary across the curriculum.	Word Attack

Affixes – One or more sounds or letters attached to the beginning or end of a word or base; also known as prefixes or suffixes.

[4] This topic is a placeholder for content taught at subsequent grades.

[5] Words in bold text are defined at the bottom of the page.

Content Standard 1.0: Reading

By the end of **Grade 5,** students know and are able to do everything required in previous grades and:	By the end of **Grade 6,** students know and are able to do everything required in previous grades and:	By the end of **Grade 7,** students know and are able to do everything required in previous grades and:	By the end of **Grade 8,** students know and are able to do everything required in previous grades and:	By the end of **Grade 12,** students know and are able to do everything required in previous grades and:	
I/S 1.5.4 Find word origins and determine meanings of unknown words using dictionaries and glossaries.	1.6.4 Apply knowledge of common foreign words and phrases to increase comprehension.	1.7.4 Compare and contrast the meanings of closely related words.	I/S 1.8.4 Apply knowledge of word origins, roots, structures, and context clues, as well as use dictionaries and glossaries, to comprehend new words in text.	I/S 1.12.4 Discern subtle differences between closely related words (e.g., thin and slender); use references as necessary.	Word Patterns and Meaning
I/S 1.5.5 Use context clues such as restatement, definitions, and examples to determine the meaning of unknown words.	1.6.5 Identify and define commonly used **idioms** to increase comprehension.	1.7.5 Explain differences between literal and figurative language in text.	I/S 1.8.5 Analyze idioms, analogies, metaphors, and similes to infer literal and figurative meaning.	I/L 1.12.5 Apply knowledge of syntax and literary **allusions** to acquire an understanding of new words and to comprehend text.	Context, Syntax, and Literary Allusion

Allusions– An implied or indirect reference to another person or thing found in another piece of literature or history; in Western literature, quite often a reference to a figure or event in the Bible or mythology.
Idioms– An expression used in language that has a meaning that cannot be derived from the words themselves; an example would be "I ran into Joe the other day." (Here, the meaning is not that you physically "ran into" the other person but that you met him.)

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Reading

Content Standard 2.0: *Students use reading process skills and strategies to build comprehension.*

By the end of **Grade 5,** students know and are able to do everything required in previous grades and:	By the end of **Grade 6,** students know and are able to do everything required in previous grades and:	By the end of **Grade 7,** students know and are able to do everything required in previous grades and:	By the end of **Grade 8,** students know and are able to do everything required in previous grades and:	By the end of **Grade 12,** students know and are able to do everything required in previous grades and:	
I/L 2.5.1 Select and apply pre-reading strategies that enhance comprehension, such as making a plan for reading, accessing prior knowledge, choosing a **graphic organizer**, and selecting **reading rate**. H 1.5.1; M 6 9	2.6.1 Develop a plan for reading that includes the determination of purpose, appropriate rate for *fiction vs. nonfiction*, and related graphic organizers.	2.7.1 Determine techniques for building background knowledge to aid comprehension.	I/L 2.8.1 Apply and analyze the use of appropriate pre-reading strategies that enhance comprehension, such as accessing prior knowledge, predicting, previewing, and setting a purpose. M 6 9	I/L 2.12.1 Refine pre-reading strategies such as accessing prior knowledge, predicting, previewing, and setting a purpose to ensure comprehension. M 6 9	Pre-Reading Strategies
I/L 2.5.2 Apply self-correcting strategies to gain meaning from text.	2.6.2 Confirm and deny predictions while reading.	2.7.2 Confirm, deny, and revise predictions while reading.	I/L 2.8.2 Choose reading strategies and self-correct to enhance comprehension.	I/L 2.12.2 Use specific repair strategies such as summarizing, clarifying ambiguities, and consulting other sources.	During Reading –Repairing Comprehension

Graphic Organizer – A teacher- or student-related tool used to record and organize information when reading, such as a schematic drawing; see *webbing*.
Reading Rate – The speed at which a selection is read and the manner in which it is read, depending on the purpose: skimming, scanning, studying, or reading for pleasure.

Content Standard 2.0: Reading

By the end of **Grade 5,** students know and are able to do everything required in previous grades and:	By the end of **Grade 6,** students know and are able to do everything required in previous grades and:	By the end of **Grade 7,** students know and are able to do everything required in previous grades and:	By the end of **Grade 8,** students know and are able to do everything required in previous grades and:	By the end of **Grade 12,** students know and are able to do everything required in previous grades and:	
I/L 2.5.3 Select and use a variety of skills and strategies during reading such as identifying main ideas, identifying fact and opinion or cause and effect, verifying predictions, summarizing, paraphrasing, and drawing conclusions to aid comprehension. M 8.5, M 8.11	2.6.3 Identify and explain the relationships between main ideas and supporting details in text.	2.7.3 Make inferences from text to aid comprehension.	I/S 2.8.3 Apply and analyze a variety of skills and strategies such as locating essential information, verifying predictions, drawing conclusions, and making inferences to aid comprehension. G 5.8.1; H 1.8.1; M 6.7, M 6.10; M 8.11	I/L 2.12.3 Plan, monitor, and assess the strategies used to ensure comprehension of a variety of texts. M 6.9	During Reading - Strategies
I/L 2.5.4 Clarify understanding of text by note taking, outlining, completing a graphic organizer, summarizing, and writing a report. H 1.5.1; S 8.5.2	2.6.4 Summarize information from several sources.	2.7.4 Select and apply appropriate strategies to aid comprehension.	I/L 2.8.4 Use outlines, maps, and graphic organizers to aid comprehension. G 1.8.1; H 1.8.2; H 2.8.3; S 8.8.2; S 15.8.2, S 19.8.1		After Reading – Extending Comprehension
I/L 2.5.5 Adjust reading rate to suit reading purpose and difficulty of text.	2.6.5 Adjust reading rate to suit the structure of content area texts.	2.7.5 Adjust reading rate to suit the structure of content area texts, newspapers, and other media.	I/L 2.8.5 Adjust reading rate to match purpose, task, and text difficulty.		Adjusting Reading Rate

Reading

Content Standard 3.0: *Students read to comprehend, interpret, and evaluate literature from a variety of authors, cultures, and times.*

By the end of **Grade 5,** students know and are able to do everything required in previous grades and:	By the end of **Grade 6,** students know and are able to do everything required in previous grades and:	By the end of **Grade 7,** students know and are able to do everything required in previous grades and:	By the end of **Grade 8,** students know and are able to do everything required in previous grades and:	By the end of **Grade 12,** students know and are able to do everything required in previous grades and:	
I/S 3.5.1 Distinguish main incidents of a plot that lead to the climax, and explain how the problem or conflict is resolved.	3.6.1 Analyze the influence of setting on characters and on how the problem or conflict is resolved.	3.7.1 Distinguish between main plot and subplot, identify various types of conflict, and determine how an incident gives rise to the next event or foreshadows a future event.	E/S 3.8.1 Evaluate story elements such as character, conflict, plot, subplot, parallel episodes, and climax to determine their importance to a story. H 1.8.1	E/L 3.12.1 Analyze characters, plots, setting, themes, and points of view in any given piece of literature. G 2.12.2; G 2.12.3; H 6.12.16; H 7.12.20; H 8.12.4; H 10.12.6	Literary Elements
E/S 3.5.2 Make **inferences** supported by the text about characters' traits and motivations and make predictions about conflicts and resolutions. Ec 1.5.3	3.6.2 Make logical predictions about characters' actions and plot development based on evidence from the text.	3.7.2 Compare and contrast the actions of different characters as they react to various circumstances of the plot.	E/S 3.8.2 Make inferences and predictions supported by the text regarding the motives of characters and consequences of action. Ec 1.8.2	E/L 3.12.2 Make inferences supported by the text regarding characters, plots, settings, and themes. G 2.12.2; G 2.12.3; H 6.12.16; H 7.12.20; H 8.12.4; H 10.12.6	Inferences and Predictions
W/L 3.5.3 Identify historical events as portrayed in literature. G 2.5.2	3.6.3 Compare works of literature from the same historical period written by authors from different cultural, generational, and gender perspectives.	3.7.3 Make inferences about an author's cultural and historical perspective as supported by the text.	E/L 3.8.3 Explain an author's viewpoint and message in relation to the historical and cultural context of the author or work. G 2.8.2; G 2.8.3; G 2.8.6; G 2.8.7; H 10.8.6	I/L 3.12.3 Analyze viewpoints and messages in relation to the historical and cultural context of recognized works of British, American, or world literature. G 2.12.2; G 2.12.3; H 6.12.16; H 7.12.20; H 8.12.4; H 10.12.6	Historical/ Cultural Context

Inferences – Conclusions arrived at by reasoning from evidence.
Theme – The dominant idea of a work of literature.

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Content Standard 3.0: Reading

By the end of **Grade 5,** students know and are able to do everything required in previous grades and:	By the end of **Grade 6,** students know and are able to do everything required in previous grades and:	By the end of **Grade 7,** students know and are able to do everything required in previous grades and:	By the end of **Grade 8,** students know and are able to do everything required in previous grades and:	By the end of **Grade 12,** students know and are able to do everything required in previous grades and:	
I/L 3.5.4 Compare stated and implied themes in a variety of works.	3.6.4 Compare a variety of themes generated by a single **topic**.	3.7.4 Compare a variety of themes and cite textual evidence to support claims.	I/L 3.8.4 Distinguish theme from topic, identify possible themes, and pinpoint recurring themes in several selections, citing textual evidence to support claims.	E/S 3.12.4 Use textual evidence to analyze the theme or meaning of a selection.	Theme
I/L 3.5.5 Locate and interpret figurative language, including **simile**, metaphor, and **personification** in text.	3.6.5 Recognize the effect and appropriateness of the rhythm and sounds used by an author in a selection.	3.7.5 Interpret examples of imagery and explain their sensory impact.	I/L 3.8.5 Analyze ways authors use imagery, figurative language, and sound to elicit reader response.	I/S 3.12.5 Analyze and evaluate ways authors use imagery, figures of speech, and sound to elicit reader response.	Stylistic Devices

Figurative Language – Comparing or identifying one thing with another that has a meaning or connotation familiar to the reader; see *metaphor* or *simile* as examples.
Metaphor – An implied comparison between two objects or actions, such as, "the ship knifed through the water" or "the moon was tossed upon cloudy seas" (the action of the ship being compared to the slicing of a knife and the cloudy sky being compared to an ocean with waves); see *simile*.
Personification – Figure of speech in which something that is not human is given human characteristics, such as "the tree lifts its arms to the sky."
Simile – An explicit comparison between two objects or actions using *like* or *as*, such as "soft as a feather" or "the cat's tongue feels like sandpaper." See *metaphor*.
Stylistic Devices – Techniques of writing used by an author to achieve a purpose, such as diction, detail, or point-of-view.
Topic – The subject being written about.

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Content Standard 3.0: Reading

By the end of **Grade 5,** students know and are able to do everything required in previous grades and:	By the end of **Grade 6,** students know and are able to do everything required in previous grades and:	By the end of **Grade 7,** students know and are able to do everything required in previous grades and:	By the end of **Grade 8,** students know and are able to do everything required in previous grades and:	By the end of **Grade 12,** students know and are able to do everything required in previous grades and:	
W/L 3.5.6 Describe how authors' writing styles influence reader response.	3.6.6 Describe how an author creates mood by choosing words with specific **connotations**.	3.7.6 Determine the effects of an author's use of **point of view** such as first vs. third, limited vs. omniscient, and subjective vs. objective.	W/L 3.8.6 Compare stylistic elements among texts to determine effects of author choices.	W/L 3.12.6 Analyze how **irony**, tone, mood, style, **syntax**, and sound of language are used for **rhetorical** and **aesthetic** purposes.	Author's Use of Stylistic Devices to Achieve Purpose
I/L 3.5.7 Describe differences in purpose and structure among stories, plays, poetry, and nonfiction selections.	3.6.7 Compare how several literary forms address the same topic.	3.7.7 Identify characteristics and elements of various literary forms.	I/L 3.8.7 Compare characteristics and elements of various literary forms, including short stories, poetry, essays, plays, speeches, and novels.	W/L 3.12.7 Analyze the effects of an author's choice of literary form.	Genres

Connotation – The suggested or emotional meaning of a word; the following words have the same *denotation* (dictionary definition) but their connotations are different: *thin, skinny, slender*.
Point of View – The perspective from which a story is presented to a reader; the most common are first person, third person singular (or limited), and third person omniscient.
Irony – Twisting the meaning of words in ways that create the opposite impression. There are three major types: *Verbal irony:* when someone says the opposite of what is meant; for example, "Having the flu is so much fun, isn't it?" *Irony of situation:* when there is a discrepancy between what may reasonably be expected to happen in a situation and what actually occurs; for example when Character #1 sets a trap for Character #2 but Character #1 falls into the trap himself. *Dramatic irony:* when the reader/audience knows something that the character does not know.
Syntax – The way in which words are put together or related to one another in a sentence; "I ate the sandwich," "The sandwich I ate," "Ate I the sandwich?"
Rhetorical – Relating to the art of writing as a means of communication or persuasion.
Aesthetic – Appreciative of beauty, especially in writing or art.

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Reading

Content Standard 4.0: *Students read to comprehend, interpret, and evaluate informational texts for specific purposes.*

By the end of **Grade 5,** students know and are able to do everything required in previous grades and:	By the end of **Grade 6,** students know and are able to do everything required in previous grades and:	By the end of **Grade 7,** students know and are able to do everything required in previous grades and:	By the end of **Grade 8,** students know and are able to do everything required in previous grades and:	By the end of **Grade 12,** students know and are able to do everything required in previous grades and:	
E/S 4.5.1 Use knowledge of format, graphics, sequence, diagrams, illustrations, charts, and maps to comprehend text. M 5.5.1	4.6.1 Identify and use the text features of newspapers, magazines, and editorials to gain meaning.	4.7.1 Compare and contrast the features and elements of consumer materials (e.g., warranties, contracts, product information, instructional manuals) to gain meaning from text.	E/S 4.8.1 and 4.8.2 Use knowledge of text features and common **expository** structures such as cause/effect and comparison/contrast to comprehend text.	W/L 4.12.1 and 4.12.2 Analyze text features and rhetorical strategies of different types of primary source documents (e.g., policy statements, speeches, debates, diaries, platforms) and identify how authors use the features to achieve their purposes.	Text Features
I/L 4.5.2 Clarify and connect main ideas and concepts and identify their relationship to other sources and related topics.	4.6.2 Find similarities and differences among texts in the treatment, scope, or organization of ideas.	4.7.2 Identify and trace the development of an author's argument, viewpoint, or perspective in text.	C 4.8.4; G 1.8.2; M 7.3; S 16.8.5	C 4.12.4; C 4.12.6	Rhetorical Strategies
E/L 4.5.3 Read to evaluate new information and hypotheses by comparing them to known information and ideas.	4.6.3 Evaluate information from and differentiate between primary and secondary sources.	4.7.3 **Paraphrase** and **synthesize** information from several sources to demonstrate comprehension.	E/S 4.8.3 Locate, interpret, organize, and synthesize information from texts to answer specific questions and support ideas.	E/S 4.12.3 Locate, organize, interpret, and synthesize information in multiple primary and secondary sources to support ideas and positions. H 1.12.2; H 2.12.2; M 3.12.4; M 4.12.9	Location of Information

Expository – The form of non-fiction writing which informs or explains.
Paraphrase – To read text and then put in your own words.
Synthesize – To combine several sources of ideas in order to produce a coherent whole; a high-level critical-thinking skill.

Content Standard 4.0: Reading

By the end of **Grade 5**, students know and are able to do everything required in previous grades and:	By the end of **Grade 6**, students know and are able to do everything required in previous grades and:	By the end of **Grade 7**, students know and are able to do everything required in previous grades and:	By the end of **Grade 8**, students know and are able to do everything required in previous grades and:	By the end of **Grade 12**, students know and are able to do everything required in previous grades and:	
E/S 4.5.4 Draw conclusions and make inferences about text supported by textual evidence and experience. M 8.5; S 19.5.4	4.6.4 Verify information from one source by consulting other sources.	4.7.4 Assess the reasonableness and adequacy of the evidence used to support an author's position.	E/L 4.8.4 Identify and assess the validity, accuracy, and adequacy of evidence that supports an author's ideas. C 4.8.5; H 2.8.2; M 5.8.5; M 8.5; S 19.8.4	E/L 4.12.4 Critique the power, logic, reasonableness, and audience appeal of arguments advanced in texts. C 4.12.5; H 1.12.2; H 5.12.5; M 8.5; S 19.12.4; S 19.12.5	Evaluation of Logic
I/S 4.5.5 Identify authors' ideas and purposes in texts, including advertisements and public documents.	4.6.5 Evaluate how authors' ideas and purposes shape the content of texts, such as advertisements and public documents.	4.7.5 Identify unsupported inferences, faulty reasoning, and propaganda techniques in texts.	I/S 4.8.5 Summarize authors' ideas and information in texts, including advertisements and public documents.	I/L 4.12.5 Analyze how historical and cultural contexts influence the content and validity of informational texts. C 4.12.5; H 1.12.2; H 2.12.2	Effects of Author's Purpose and Context
E/S 4.5.6 Read and follow multi-step directions in order to perform procedures and complete tasks.	4.6.6 Read and follow multi-step directions to complete a complex task.	4.7.6 Read and follow multi-step directions to complete a complex task.	E/S 4.8.6 Read and follow multi-step directions to complete a complex task. M 6.7	E/S 4.12.6 Read and apply multi-step directions to perform complex procedures and tasks. M 6.7	Directions

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Writing

Content Standard 5.0: *Students write a variety of texts that inform, persuade, describe, evaluate, or tell a story and are appropriate to purpose and audience.*

By the end of **Grade 5,** students know and are able to do everything required in previous grades and:	By the end of **Grade 6,** students know and are able to do everything required in previous grades and:	By the end of **Grade 7,** students know and are able to do everything required in previous grades and:	By the end of **Grade 8,** students know and are able to do everything required in previous grades and:	By the end of **Grade 12,** students know and are able to do everything required in previous grades and:	
E/S 5.5.1 Write informative papers that develop a clear topic with appropriate facts, details, and examples from a variety of sources. G 7.5.5	5.6.1 Write informative papers that develop a clear topic with appropriate facts, details, and examples from a variety of sources and have a distinct beginning, middle, and ending.	5.7.1 Write informative papers that have a structured beginning, middle, and conclusion and draw upon a variety of sources.	E/S 5.8.1 Write informative papers that develop a topic with introductory and concluding statements and supporting ideas, examples, and details from a variety of sources. G 3.8.1	I/L 5.12.1 Write a research paper that develops a **thesis,** contains information selected from at least ten sources, and conforms to a style manual.	Information
E/S 5.5.2 Write well-organized communications such as friendly or business letters in an appropriate format for a specific audience and purpose. S 22.5.1	5.6.2 Extract and reformat information into workplace communications, such as lists and memos.	5.7.2 Convert text into visual formats, such as charts and graphs for a specific audience and purpose.	E/S 5.8.2 Write career and workplace communications, such as business letters, resumes, or job applications and produce workplace communications such as memos, charts, and graphs. Ec 2.8.10; Ec 4.8.6; Ec 6.8.5; M 7.9; S 22.8.1; S 22.8.2	I/L 5.12.2 Produce subject-specific technical writing, such as instructions for a shop project or field reports for science. M 5.12.6; M 7.9; S 22.12.1	Personal/ Business

Thesis – A proposition to be proved.

Content Standard 5.0: Writing

By the end of **Grade 5,** students know and are able to do everything required in previous grades and:	By the end of **Grade 6,** students know and are able to do everything required in previous grades and:	By the end of **Grade 7,** students know and are able to do everything required in previous grades and:	By the end of **Grade 8,** students know and are able to do everything required in previous grades and:	By the end of **Grade 12,** students know and are able to do everything required in previous grades and:	
I/L 5.5.3 Write a narrative or story that develops a plot or sequence and uses "showing" rather than "telling" details to describe the setting, characters, and events of the story.	5.6.3 Write narratives or short stories that include relevant and meaningful dialogue.	5.7.3 Write narratives or short stories that include appropriate transitional words or phrases.	I/S 5.8.3 Write narratives or short stories that reveal the writer's attitude toward the subject; relate a clear coherent incident, event, or situation with detail; and employ strategies such as relevant dialogue and physical description.	I/L 5.12.3 Write **reflective texts** that draw comparisons between specific incidents and broader themes.	Narration
I/S 5.5.4 Write responses to literary selections by supporting ideas with selected examples.	5.6.4 Write responses to literary selections that demonstrate an understanding of character motivation and development.	5.7.4 Write responses to literary selections that demonstrate an understanding of theme supported by examples from the text.	I/S 5.8.4 Write responses to literary selections that demonstrate an understanding of the work, using supporting evidence from the texts and prior knowledge or experience.	I/L 5.12.4 Write responses to literature that analyze and critique the use of imagery, language, themes, stylistic devices, and tone.	Literary Analysis

Reflective texts – Writing based on a writer's prior knowledge or experience.

Content Standard 5.0: Writing

By the end of **Grade 5,** students know and are able to do everything required in previous grades and:	By the end of **Grade 6,** students know and are able to do everything required in previous grades and:	By the end of **Grade 7,** students know and are able to do everything required in previous grades and:	By the end of **Grade 8,** students know and are able to do everything required in previous grades and:	By the end of **Grade 12,** students know and are able to do everything required in previous grades and:	
E/L 5.5.5 Write summaries of oral and written stories.	5.6.5 Write summaries of non-fiction text such as magazine or newspaper articles.	5.7.5 Write summaries of procedures such as a science lab experiment or an explanation of how to solve a math problem.	E/S 5.8.5 Write summaries that present main ideas and key supporting information.	E/L 5.12.5 Write summaries or **abstracts** that distill large amounts of information into clear, concise **prose**.	Summary
E/S 5.5.6 Write short expository texts that speculate on causes and effects and offer simple persuasive evidence.	5.6.6 Write short expository texts that propose a solution to a problem and offer simple persuasive evidence in support of the solution.	5.7.6 Write position papers with a clear beginning, middle, and ending that offer persuasive evidence in support of the position.	E/S 5.8.6 Write persuasive editorials or essays that state a thesis and arrange supporting details, reasons, and examples, effectively anticipating and answering reader concerns and counter-arguments. G 1.8.6	I/L 5.12.6 Write persuasive texts that evaluate, interpret, or speculate using specific rhetorical devices to support assertions; clarify and defend positions with precise and relevant evidence.	Persuasion

Abstract – A summary of the essential points in writing.
Prose – Anything not written in poetry form.

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Writing

Content Standard 6.0: *Students write with a clear focus and logical development, evaluating, revising, and editing for organization, style, tone, and word choice.*

By the end of **Grade 5,** students know and are able to do everything required in previous grades and:	By the end of **Grade 6,** students know and are able to do everything required in previous grades and:	By the end of **Grade 7,** students know and are able to do everything required in previous grades and:	By the end of **Grade 8,** students know and are able to do everything required in previous grades and:	By the end of **Grade 12,** students know and are able to do everything required in previous grades and:	
I/L 6.5.1 Generate ideas for future writing through activities such as clustering, **brainstorming**, and listening to and following story models.	I/L 6.6.1 Generate ideas for writing by responding to visual stimuli such as objects or photographs.	I/L 6.7.1 Generate ideas for writing by responding to stimuli such as current events and magazine articles.	I/L 6.8.1 Generate ideas for writing by using a variety of strategies such as interviewing; discussing with peers; or responding to literature, film, art, and other media.	I/L 6.12.1 Generate ideas for writing by selecting appropriate pre-writing strategies with attention to audience, purpose, and personal style.	Prewriting
I/L 6.5.2 Organize ideas through activities such as outlining, listing, **webbing**, and mapping. H 2.5.2	I/L 6.6.2 Use organizing techniques appropriate to the purpose for writing.	I/L 6.7.2 Select and use organizing techniques appropriate to the purpose for writing.	I/L 6.8.2 Use organizing techniques appropriate to the purpose for writing.	I/L 6.12.2 Organize ideas in compositions by selecting and applying structures such as comparison/ contrast or cause/effect, which enhance the central idea, theme, or purpose.	Organizing
I/L 6.5.3 Write paragraphs and compositions with main ideas that are supported by details and state a conclusion.	I/L 6.6.3 Write paragraphs and compositions with clear transitions between ideas.	I/L 6.7.3 Write compositions that focus on a main topic supported by relevant examples, anecdotes, and/or details.	I/L 6.8.3 Write coherent compositions with a controlling impression or **thesis statement**.	I/L 6.12.3 Write compositions that present complex ideas in a sustained and compelling manner.	Drafting

Brainstorming – Collecting ideas in groups by freely sharing a large number of possibilities.
Thesis Statement – A sentence containing the main idea of a piece of writing.
Webbing – A prewriting technique that often makes use of circles or squares to organize ideas regarding a topic for writing.

Content Standard 6.0: Writing

By the end of **Grade 5,** students know and are able to do everything required in previous grades and:	By the end of **Grade 6,** students know and are able to do everything required in previous grades and:	By the end of **Grade 7,** students know and are able to do everything required in previous grades and:	By the end of **Grade 8,** students know and are able to do everything required in previous grades and:	By the end of **Grade 12,** students know and are able to do everything required in previous grades and:	
I/L 6.5.4 Revise compositions to improve the meaning and focus of writing by adding, deleting, clarifying, and rearranging words and sentences.	I/L 6.6.4 Revise compositions to improve organization and consistency of ideas and to meet the criteria of a **rubric**.	I/L 6.7.4 Revise writing to improve organization and word choice, to check the logic of the ideas and the precision of the vocabulary, and to meet the criteria of a rubric.	I/L 6.8.4 Revise writing, using given criteria, such as rubrics or feedback from others, to improve word choice, organization, and point of view.	I/L 6.12.4 Revise writing to improve word choice, organization, and point of view, using given criteria such as rubrics or feedback from others.	Revising
I/L 6.5.5 Edit for use of standard English.	I/L 6.6.5 Edit for use of standard English.	I/L 6.7.5 Edit for use of standard English.	I/L 6.8.5 Edit for use of standard English.	I/L 6.12.5 Edit for use of standard English.	Editing
I/L 6.5.6 Produce writing with a **voice** that shows awareness of an intended audience and purpose.	I/L 6.6.6 Produce writing with a voice that shows awareness of an intended audience and purpose.	I/L 6.7.6 Produce writing with a voice that addresses an intended audience and purpose.	I/L 6.8.6 Produce writing with a voice that is expressive and appropriate to audience and purpose.		Recognizing Audience

Rubric – Scoring guide; written criteria used to judge a particular kind of performance, such as Nevada state rubrics and teacher/student created rubrics.
Voice – The presence of the writer on the page; writing with strong voice leaves the reader feeling a strong connection to the writing and/or writer.

Content Standard 6.0: Writing

By the end of **Grade 5,** students know and are able to do everything required in previous grades and:	By the end of **Grade 6,** students know and are able to do everything required in previous grades and:	By the end of **Grade 7,** students know and are able to do everything required in previous grades and:	By the end of **Grade 8,** students know and are able to do everything required in previous grades and:	By the end of **Grade 12,** students know and are able to do everything required in previous grades and:	
I/L 6.5.7 Share final drafts with a designated audience.	6.6.7 Share final drafts with a designated audience.	6.7.7 Share final drafts with a designated audience.	I/L 6.8.7 Share final drafts with a designated audience.	I/L 6.12.7 Share final drafts with a designated audience.	Sharing

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Writing

Content Standard 7.0: *Students write using standard English grammar, usage, punctuation, capitalization, and spelling.*

By the end of **Grade 5,** students know and are able to do everything required in previous grades and:	By the end of **Grade 6,** students know and are able to do everything required in previous grades and:	By the end of **Grade 7,** students know and are able to do everything required in previous grades and:	By the end of **Grade 8,** students know and are able to do everything required in previous grades and:	By the end of **Grade 12,** students know and are able to do everything required in previous grades and:	
I/S 7.5.1 Identify and correctly use pronoun case, **comparative** and **superlative modifiers**, and often misused verbs such as lie/lay, sit/set, and rise/raise in writing.	7.6.1 Use correct verb tense consistently in writing.	7.7.1 Use correct verb tense and **subject/verb agreement** in writing.	I/S 7.8.1 Apply the rules of usage and grammar such as subject/verb agreement, pronoun/**antecedent** agreement, and verb tense usage in writing.	I/S 7.12.1 Apply the rules of usage, grammar, and capitalization with few significant errors; use modifiers, parallel structure, and **subordination** correctly in writing.	Grammar/Usage
I/S 7.5.2 Identify and write prepositional phrases and **appositives**; use transitions and conjunctions to elaborate ideas.	7.6.2 Identify and correct fragments and run-on sentences in writing.	7.7.2 Use varied sentence structure in writing.	I/L 7.8.2 Use varied sentence structure, including complex sentences, to reinforce the presentation of a personal writing style.	W/L 7.12.2 Use multiple structures such as **inversion**, **parallelism**, and sentences of varying lengths for stylistic effect.	Sentence Structure

Appositives – A word or phrase that renames the noun or pronoun before it; for example, "John, *an experienced teacher*, serves on several curriculum committees."
Antecedent – Pronouns are words that take the place of nouns; the antecedent for the pronoun is the noun it takes the place of. For example, "John fell down, but he didn't hurt himself." Here, the pronouns *he* and *himself* take the place of *John*; therefore, John is the antecedent for *he* and *himself*.
Comparative – The form of an adjective or adverb used when comparing two things, such as *warmer, more beautiful,* or *better*.
Inversion – A change in normal word order, such as from "I see the cat" to "The cat I see."
Modifiers – Adjectival or adverbial words, phrases, or clause.
Parallelism – Ideas in a series are arranged in words, phrases, sentences, or paragraphs that are similar in grammatical structure; Words: "he was left *alone, lonely,* and *heartbroken*" (adjectives) Phrases: "…government *of the people, by the people* and *for the people*…" (prepositional phrases).
Subject/Verb Agreement – Using a singular verb with a singular subject or a plural verb with a plural subject.
Subordination – The act of putting an idea of lesser importance in a clause that cannot stand alone; for example, "*Because he was late,* he missed the bus."
Superlative Modifier – The form of an adjective or adverb used when comparing three or more things, such as *warmest, most beautiful,* or *best*.
Usage– The way words are used correctly in a sentence, such as subject/verb agreement, pronoun antecedent agreement, or consistency of tense.

By the end of **Grade 5,** students know and are able to do everything required in previous grades and:	By the end of **Grade 6,** students know and are able to do everything required in previous grades and:	By the end of **Grade 7,** students know and are able to do everything required in previous grades and:	By the end of **Grade 8,** students know and are able to do everything required in previous grades and:	By the end of **Grade 12,** students know and are able to do everything required in previous grades and:	
I/S 7.5.3 Use colons to introduce a list; use quotation marks around exact words of speakers and names of poems, songs, and short stories.	7.6.3 Use semi-colons to correct run-on sentences, use colons in business letters, and use apostrophes in contractions and possessives.	7.7.3 Identify and correctly use hyphens and parentheses; use correct punctuation in complex sentences.	I/S 7.8.3 Use internal and **external punctuation** correctly.	W/L 7.12.3 Use rules of punctuation; manipulate **conventions** for emphasis in writing.	Punctuation
I/S 7.5.4 Use rules of capitalization.	7.6.4 Use rules of capitalization.	7.7.4 Use rules of capitalization.	I/S 7.8.4 Use rules of capitalization.	I/S 7.12.4 Use rules of capitalization.	Capitalization
I/S 7.5.5 Use correct spelling of frequently used words, with special attention to roots, suffixes, and prefixes.	7.6.5 Spell frequently misspelled words correctly (e.g., their/they're/there and you're/your).	7.7.5 Demonstrate conventional spelling.	I/S 7.8.5 Demonstrate conventional spelling.	I/S 7.12.5 Demonstrate conventional spelling.	Spelling

Conventions – The usual rules of grammar, punctuation, and spelling.
External Punctuation – Punctuation found at the end of a sentence i.e., period, question mark, or exclamation point.

Listening and Speaking

Content Standard 8.0: *Students listen to and evaluate oral communications for content, style, speaker's purpose, and audience appropriateness.*

By the end of **Grade 5,** students know and are able to do everything required in previous grades and:	By the end of **Grade 6,** students know and are able to do everything required in previous grades and:	By the end of **Grade 7,** students know and are able to do everything required in previous grades and:	By the end of **Grade 8,** students know and are able to do everything required in previous grades and:	By the end of **Grade 12,** students know and are able to do everything required in previous grades and:	
E/L 8.5.1 Interpret a speaker's verbal and non-verbal messages, purposes, and viewpoint; distinguish fact from opinion.	8.6.1 Identify the tone, mood, and emotion conveyed in both verbal and non-verbal communication.	8.7.1 Interpret a speaker's verbal and non-verbal messages and identify the main ideas.	E/L 8.8.1 Identify and paraphrase a speaker's main ideas and supporting evidence to draw meaning from and ask relevant questions about content and purpose of oral presentations. H 2.8.2	E/L 8.12.1 Summarize and evaluate communications that inform, persuade, and entertain.	Message
E/L 8.5.2 Identify the intent of persuasive speaking techniques, evaluate a speaker's delivery using given criteria, and provide constructive feedback.	8.6.2 Identify effective speaking techniques and develop criteria for evaluating oral presentations.	8.7.2 Determine a speaker's attitude toward the subject by evaluating the use of speaking techniques.	I/L 8.8.2 Evaluate content and delivery of oral presentations using given criteria and provide constructive feedback. M 7.12; S 19.8.4	W/L 8.12.2 Create and apply criteria for evaluating content and delivery of oral and multi-media presentations. M 7.12	Content
W/L 8.5.3 Recognize and describe language and dialect usage that vary in different contexts, regions, and cultures.	8.6.3 Recognize that language usage varies in formal and informal settings.	8.7.3 Recognize colloquialisms and **jargon** as reflections of contexts, regions, and cultures.	W/L 8.8.3 Analyze how **dialects** associated with informal and formal speaking contexts are reflected in slang, jargon, and language styles.	W/L 8.12.3 Analyze the effects of language and dialect on audience response.	Language

Dialects – Regional or social varieties of language with vocabulary, grammar, or pronunciation different from other regional or social varieties.
Jargon – The technical terminology or characteristic idiom of a special activity or group; for example, people who do not use computers might not know the special computer meaning of words such as *mouse*, *icon*, or *megabyte*.

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Content Standard 8.0: Listening and Speaking

By the end of **Grade 5,** students know and are able to do everything required in previous grades and:	By the end of **Grade 6,** students know and are able to do everything required in previous grades and:	By the end of **Grade 7,** students know and are able to do everything required in previous grades and:	By the end of **Grade 8,** students know and are able to do everything required in previous grades and:	By the end of **Grade 12,** students know and are able to do everything required in previous grades and:	
E/L 8.5.4 Follow multi-step oral directions to complete a task.	8.6.4 Follow multi-step oral directions to complete a task.	8.7.4 Follow multi-step oral directions to complete a task.	E/L 8.8.4 Follow multi-step oral directions to complete a complex task.		Following Directions

Listening and Speaking
Content Standard 9.0: *Students speak using organization, style, tone, voice, and media aids appropriate to audience and purpose.*

By the end of **Grade 5,** students know and are able to do everything required in previous grades and:	By the end of **Grade 6,** students know and are able to do everything required in previous grades and:	By the end of **Grade 7,** students know and are able to do everything required in previous grades and:	By the end of **Grade 8,** students know and are able to do everything required in previous grades and:	By the end of **Grade 12,** students know and are able to do everything required in previous grades and:	
I/L 9.5.1 Use specific and varied vocabulary and apply standard English to communicate ideas. G 2.5.6	9.6.1 Use specific and varied vocabulary and apply standard English to communicate ideas.	9.7.1 Use specific and varied vocabulary and apply standard English to communicate ideas.	I/L 9.8.1 Use specific and varied vocabulary and apply standard English to communicate ideas.	I/L 9.12.1 Use specific and varied vocabulary and apply standard English to communicate ideas.	Vocabulary Choice
I/L 9.5.2 Select and use appropriate public speaking techniques such as gestures, facial expressions, posture, speaking rate/pace, and enunciation.	9.6.2 Develop and deliver presentations that include media aids appropriate to audience and purpose.	9.7.2 Develop and deliver presentations that integrate appropriate public speaking techniques and media aids.	E/L 9.8.2 Select and use vocabulary and public speaking techniques appropriate to audience and purpose. G 1.8.6	I/L 9.12.2 Make formal oral or multi-media presentations, using vocabulary and public speaking techniques appropriate to audience and purpose.	Public Speaking Techniques
I/L 9.5.3 Give organized reports that demonstrate a clear point of view and incorporate media aids as needed for enhancement. G 7.5.5	9.6.3 Organize and deliver a "how to" speech in a logical sequence and incorporate media aids as needed for enhancement.	9.7.3 Organize and deliver a persuasive speech appropriate to audience and purpose.	I/L 9.8.3 Organize and deliver **impromptu** and planned presentations appropriate to audience and purpose. S 2.8.1	I/L 9.12.3 Organize and deliver planned, **extemporaneous**, and impromptu presentations that address a topic and engage the audience.	Types of Speeches
I/L 9.5.4 Read aloud and recite literary, dramatic, and original works.	9.6.4 Read aloud or recite literary, dramatic, and original works.	9.7.4 Read aloud or recite literary, dramatic, and original works.	I/L 9.8.4 Read aloud or recite literary, dramatic, and original works.	I/L 9.12.4 Read aloud or recite literary, dramatic, and original works.	Interpretive Speech

Extemporaneous – Prepared but spoken without notes or text.
Impromptu – Composed or performed on the spur of the moment.

Listening and Speaking
Content Standard 9.0: *Students speak using organization, style, tone, voice, and media aids appropriate to audience and purpose.*

By the end of **Grade 5,** students know and are able to do everything required in previous grades and:	By the end of **Grade 6,** students know and are able to do everything required in previous grades and:	By the end of **Grade 7,** students know and are able to do everything required in previous grades and:	By the end of **Grade 8,** students know and are able to do everything required in previous grades and:	By the end of **Grade 12,** students know and are able to do everything required in previous grades and:	
E/L 9.5.5 Give multi-step directions to complete a task. S 22.5.1	9.6.5 Give organized multi-step directions to complete a task.	E/L 9.7.5 Give clear and concise multi-step directions to complete a task.	E/L 9.8.5 Give clear and concise multi-step directions to complete a complex task. S 22.8.1		Giving Directions

Listening and Speaking
Content Standard 10.0: *Students participate in discussions to offer information, clarify ideas, and support a position.*

By the end of **Grade 5,** students know and are able to do everything required in previous grades and:	By the end of **Grade 6,** students know and are able to do everything required in previous grades and:	By the end of **Grade 7,** students know and are able to do everything required in previous grades and:	By the end of **Grade 8,** students know and are able to do everything required in previous grades and:	By the end of **Grade 12,** students know and are able to do everything required in previous grades and:	
E/L 10.5.1 Participate in conversations and group discussions as a contributor and leader. M 7.1; S 22.5.3	10.6.1 Demonstrate active listening skills by participating in conversations and group discussions.	10.7.1 Provide constructive feedback when participating in conversations and group discussions.	E/L 10.8.1 Participate in conversations and group discussions as active listeners who provide constructive feedback. S 22.8.3	E/L 10.12.1 Participate in problem-solving conversations or group discussions by identifying, synthesizing, and evaluating data. M 7.1; S 22.12.3	Conversations and Group Discussions
E/L 10.5.2 Ask and answer questions to clarify or extend ideas. M 7.2; M 8.8	10.6.2 Ask and answer questions to generate possible solutions to a problem.	10.7.2 Distinguish between relevant and irrelevant information offered in support of an opinion.	E/L 10.8.2 Ask for and provide specific evidence in support of an opinion. M 7.2; M 7.13	E/L 10.12.2 Negotiate to arrive at consensus by proposing and examining possible options.	Examination of Evidence
E/L 10.5.3 Share ideas, opinions, and information with a group, choosing language that communicates messages clearly and effectively. M 7.1; S 22.5.3	10.6.3 Develop criteria for evaluating effective group participation.	10.7.3 Participate in discussions in a variety of formats such as committees, panels, and debates.	E/L 10.8.3 Apply understanding of agreed-upon rules and individual roles in a variety of discussion formats.	I/L 10.12.3 Identify and practice techniques such as setting time limits for speakers and deadlines for decision making to improve productivity of group discussions.	Group Protocol
E/L 10.5.4 Compare and contrast ideas and viewpoints of several speakers. S 21.5.3	10.6.4 Evaluate the logic and effectiveness of a speaker's argument(s).	10.7.4 Develop logical arguments in support of opinions.	I/L 10.8.4 Express supported opinions while considering divergent viewpoints. G 1.8.6; G 5.8.7; G 6.8.4; M 7.13; M 8.3; S 21.8.3	E/L 10.12.4 Justify a position using logic and refuting opposing viewpoints. G 2.12.3; H 1.12.1; M 4.12.9; M 7.13; M 8.3; M 8.5; M 8.10; S 21.12.3	Evaluation

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Research

Content Standard 11.0: *Formulate research questions, use a variety of sources to obtain information, weigh the evidence, draw valid conclusions, and present findings.*

By the end of **Grade 5**, students know and are able to do everything required in previous grades and:	By the end of **Grade 6**, students know and are able to do everything required in previous grades and:	By the end of **Grade 7**, students know and are able to do everything required in previous grades and:	By the end of **Grade 8**, students know and are able to do everything required in previous grades and:	By the end of **Grade 12**, students know and are able to do everything required in previous grades and:	
E/L 11.5.1 Formulate research questions and establish a focus and purpose for inquiry. G 3.5.5; G 4.5.6; H 2.5.1; M 7.2	11.6.1 Formulate a plan for research to answer a focused question.	11.7.1 Formulate questions and statements of purpose to guide cross-curricular research.	I/L 11.8.1 Formulate questions and develop a clear statement of purpose that lead to inquiry, investigation, and research of cross-curricular topics. G 3.8.5; G 7.8.1; H 2.8.1; M 7.2; S 18.8.5	W/L 11.12.1 Formulate cross-curricular research questions and use an appropriate research design to gather information. G 7.12.1; H 2.12.1; M 7.2; S 18.12.1	Choosing a Research Topic
E/S 11.5.2 Select information from multiple resources to answer questions. C 4.5.4.; G 6.5.3; G 7.5.2; G 7.5.4; H 2.5.1	11.6.2 Distinguish between information from **primary and secondary sources.**	11.7.2 Locate and use primary and secondary sources to investigate a research question.	I/L 11.8.2 Locate and select relevant information from multiple primary and secondary sources. C 4.8.4; G 1.8.3; G 5.8.5; G 7.8.2; G 7.8.4; H 2.8.1; H 2.8.2; H 2.8.3; S 18.8.1; S 18.9.5	E/L 11.12.2 Evaluate possible sources of information for credibility and usefulness. C 4.12.3; Ec 11.12.2; G 7.12.2; G 7.12.4; H 1.12.2; H 2.12.3; S 18.12.1	Locating Information
I/L 11.5.3 Give credit for others' ideas, images, and information by listing sources used in research. C 4.5.4; H 2.5.1	11.6.3 Document research sources in order to prevent plagiarism.	11.7.3 Document research sources using a given format.	W/L 11.8.3 Document research sources using a given format.	W/L 11.12.3 Cite sources of information using a standard method of documentation.	Documenting Sources

Primary and Secondary Sources - A primary source is an original text or work, such as an autobiography or the Declaration of Independence. A secondary source is derived or resulting from the original, such as an encyclopedia entry about a person or textbook discussion of the Declaration of Independence.

Content Standard 11.0: Research

By the end of **Grade 5,** students know and are able to do everything required in previous grades and:	By the end of **Grade 6,** students know and are able to do everything required in previous grades and:	By the end of **Grade 7,** students know and are able to do everything required in previous grades and:	By the end of **Grade 8,** students know and are able to do everything required in previous grades and:	By the end of **Grade 12,** students know and are able to do everything required in previous grades and:	
I/L 11.5.4 Record information using given note-taking and organizational formats. H 2.5.2	11.6.4 Record information using note-taking and organizational formats.	11.7.4 Record information using a self-selected note-taking or organizational strategy.	I/L 11.8.4 Record information using a variety of note-taking and organizational strategies.		Recording Information
W/L 11.5.5 Present research findings using charts, maps, or graphs with written text. G 7.5.3; G 7.5.5; H 1.5.1; M 7.8; S 22.5.2	11.6.5 Present research findings using written text or media.	11.7.5 Organize and present research findings using written text and/or media.	W/L 11.8.5 Organize and present research findings using appropriate media. G 5.8.5; G 7.8.3; G 7.8.5; H 2.8.3; M 7.9; S 22.8.2	W/L 11.12.5 Organize and present research findings using appropriate media. G 7.12.5; H 2.12.2; M 7.9; S 22.12.2	Presenting Research Findings

Glossary for English Language Arts

Abstract	A summary of the essential points in writing.
Aesthetic	Appreciative of beauty, especially in writing and art.
Affixes	One or more sounds or letters attached to the beginning or end of a word or base; also known as prefixes or suffixes.
Alliteration	Repetition of the same letter or sound at the beginning of two or more consecutive words near one another; as in *fly o'er waste fens and windy fields.*
Allusions	An implied or indirect reference to another person or thing found in another piece of literature or in history; in Western literature, quite often a reference to a figure or event in the Bible or mythology.
Analogy	A comparison based upon a resemblance between two things; probably the two most common are the simile and the metaphor.
Antecedent	Pronouns are words that take the place of nouns; the antecedent for the pronoun is the noun it takes the place of. For example, "John fell down, but he didn't hurt himself." Here, the pronouns *he* and *himself* take the place of *John*; therefore, John is the antecedent for *he* and *himself.*
Antonyms	Words with opposite meanings; for example, *hot* and *cold.*
Appositives	A word or phrase that renames the noun or pronoun before it; for example, "John, *an experienced teacher*, serves on several curriculum committees.
Blends	Two or more consecutive consonants that begin a syllable, such as *bl*end.
Brainstorming	Collecting ideas in groups by freely sharing a large number of possibilities.
Comparative	The form of an adjective or adverb used when comparing two things, such as *warmer*, *more beautiful*, or *better.*
Connotation	The suggested or emotional meaning of a word; the following words have the same *denotation* (dictionary definition) but their connotations are different: *thin*, *skinny*, *slender.*
Conventions	The usual rules of grammar, punctuation, and spelling.
CVC	A simple spelling pattern - a consonant, a vowel, and a consonant: *cat.*
Declarative Sentences	Sentences which make statements; for example, "Becky is a student."
Decode	To recognize and interpret; in this case, in reading words.
Dialects	Regional or social varieties of language with vocabulary, grammar, or pronunciation different from other regional or social varieties.

Digraphs	Two letters that represent one speech sound, such as *ch* for /ch/ in *chin* or *ea* for /e/ in *bread*.
Diphthongs	A vowel sound produced when the tongue glides from one vowel to another such as in *bee*, *bay*, *toy*, *buy*.
Environmental Print	Print and other graphic symbols, other than books, found in the physical environment, such as street signs, billboards, etc.
Exclamatory Sentence	Sentence which expresses emotion; for example "I just qualified for the Olympics!"
Expository	The form of non-fiction writing which informs or explains.
Extemporaneous	Prepared, but spoken without notes or text.
External Punctuation	Punctuation found at the end of a sentence i.e., period, question mark, or exclamation point.
Figurative Language	Comparing or identifying one thing with another that has a meaning or connotation familiar to the reader; see *metaphor* or *simile* as examples.
Graphic Organizer	A teacher- or student-related tool used to record and organize information when reading, such as a schematic drawing; see *webbing*.
Homographs	Words that are spelled the same but have different pronunciations or meanings i.e. the *bow* of a ship and a *bow* and arrow.
Hyperbole	A figure of speech that uses intentional exaggeration: She cried *buckets of tears*.
Hypothesis	An assumption made to test its logical consequences.
Idioms	An expression used in a language that has a meaning that cannot be derived from the words themselves; an example would be "I ran into Joe the other day." (Here, the meaning is not that you physically "ran into" the other person but that you met him.)
Imperative Sentence	Sentences that give commands; for example, "Open your books to page 322."
Impromptu	Composed or performed on the spur of the moment.
Inferences	Conclusions arrived at by reasoning from evidence.
Informative Paper	Any paper that offers information, such as a report or a how-to essay.
Internal Punctuation	Punctuation within a sentence, such as commas, semicolons, or apostrophes.
Interrogative Sentence	Sentences which ask questions; for example, "Who is that?"
Intonation	The rise and fall in pitch of the voice in speech.
Inversion	A change in normal word order, such as from "I see the cat" to "The cat I see."

Irony	Twisting the meaning of words in ways that create the opposite impression. There are three major types: *Verbal irony*: when someone says the opposite of what is meant; for example, "Having the flu is so much fun, isn't it?" *Irony of situation*: when there is a discrepancy between what may reasonably be expected to happen in a situation and what actually occurs; for example when Character #1 sets a trap for Character #2 but Character #1 falls into the trap himself. *Dramatic irony*: when the reader/audience knows something that the character does not know.
Jargon	The technical terminology or characteristic idiom of a special activity or group; for example, people who do not use computers might not know the special computer meaning of such words as *mouse* or *icon* or *megabyte*.
Media	Multiple means of communication such as overhead transparencies, flip charts, or audio tapes.
Metaphor	An implied comparison between two objects or actions, such as, "The ship knifed through the water" or "The moon was tossed upon cloudy seas" (the action of the ship being compared to the slicing of a knife and the cloudy sky being compared to an ocean with waves); see *simile*.
Modifiers	Adjectival and adverbial words, phrases, or clauses.
Onomatopoeia	The use of a word whose sound suggests the sense of the word, such as *sizzle*, *clang*, or *snap*, *crackle*, *and pop*.
Parallelism	Ideas in a series are arranged in words, phrases, sentences, or paragraphs that are similar in grammatical structure: Words: "he was left *alone*, *lonely*, and *heartbroken* " (adjectives). Phrases: "...government *of the people*, *by the people*, and *for the people*..." (prepositional phrases).
Paraphrase	To read text and then put in your own words.
Personification	Figure of speech in which something that is not human is given human characteristics, such as "The tree lifts its arms to the sky."
Phonics	The system by which symbols represent sounds in an alphabetic writing system.
Point of View	The perspective from which a story is presented to a reader; the most common are first person, third person singular (or limited), and third person omniscient.
Primary and Secondary Sources	A primary source is an original text or work, such as an autobiography or the Declaration of Independence. A secondary source is derived or resulting from the original, such as an encyclopedia entry about a person or textbook discussion of the Declaration of Independence.
Prose	Anything not written in poetry form.
R-Controlled Vowel	In English, when an *r* colors the way the preceding vowel is pronounced, such as *bad* and *bar* or *can* and *car*.
Reading Rate	The speed at which a selection is read and the manner in which it is read, depending on the purpose; skimming, scanning, studying, or reading for pleasure.
Reflective Texts	Writing based on a writer's prior knowledge or experience.

Rhetorical	Relating to the art of writing as a means of communication or persuasion.
Rubric	Scoring guide; written criteria used to judge a particular kind of performance.
"Showing," Not "Telling"	Writing that allows the reader to see, hear, touch, taste, or smell what is written; rather than saying "He was angry," saying "He trembled and pounded his fist on the table, frightening us all."
Simile	An explicit comparison between two objects or actions using *like* or *as*, such as "Soft as a feather" or "The cat's tongue feels like sandpaper." See *metaphor*.
Stylistic Devices	Techniques of writing used by an author to achieve a purpose, such as diction, detail, or point of view.
Subject/Verb Agreement	Using a singular verb with a singular subject or a plural verb with a plural subject.
Subordination	The act of putting an idea of lesser importance in a clause that cannot stand alone; for example, "***Because he was late***, he missed the bus."
Superlative Modifier	The form of an adjective or adverb used when comparing three or more things, such as ***warmest***, ***most beautiful***, or ***best***.
Synonyms	Words with similar meanings; for example, *pretty* and *beautiful*.
Syntax	The way in which words are put together or related to one another in a sentence; "I ate the sandwich." "The sandwich I ate." "Ate I the sandwich?"
Synthesize	To combine several sources of ideas in order to produce a coherent whole; a high-level critical-thinking skill.
Theme	The dominant idea of a work of literature.
Thesis	A proposition to be proved.
Thesis Statement	A sentence containing the main idea of a piece of writing.
Topic	The subject being written about.
Usage	The way words are used correctly in a sentence, such as subject/verb agreement, pronoun/antecedent agreement, or consistency of tense.
Venn Diagram	In semantic mapping, overlapping circles that show features either unique or common to two or more concepts.
Voice	The presence of the writer on the page; writing with strong voice leaves the reader feeling a strong connection to the writing and/or writer.
Web	A prewriting technique that often makes use of circles or squares to organize ideas regarding a topic for writing.

Performance Level Descriptors
English/Language Arts
Grade 2

Content Standard 1.0 — Students know and use word analysis skills and strategies to comprehend new words encountered in text	
EXCEEDS STANDARD	• Read a variety of texts skillfully with fluency, accuracy, intonation, and expression. • Read high-frequency words fluently and independently. • Consistently apply knowledge of phonics and structural elements to comprehend text. • Consistently and accurately use knowledge of synonyms, antonyms, homophones, and homographs to understand text.
MEETS STANDARD	• Read familiar or independently chosen grade-level texts with fluency, accuracy, intonation, and expression. • Read high-frequency words to build fluency. • Use knowledge of phonics and structural elements, such as letter-sound relationships, affixes, and spelling patterns to understand words in context. • Use knowledge of synonyms, antonyms, homophones, and homographs to understand text.
APPROACHES STANDARD	• Read texts with minimal fluency, accuracy, intonation, and expression. • Attempt to read high-frequency words. • Occasionally apply knowledge of phonics and structural elements, such as letter-sound relationships, affixes, and spelling patterns to understand words in context. • Use a limited range of synonyms, antonyms, homophones, and homographs to understand text.
BELOW STANDARD	• Read word-by-word with some accuracy. • Do not recognize high-frequency words when reading. • Seldom apply knowledge of phonics and structural elements, such as letter-sound relationships, affixes, and spelling patterns to understand words in context. • Do not use synonyms, antonyms, homophones, and homographs to understand text.

Performance Level Descriptors
English/Language Arts
Grade 2

Content Standard 2.0 Students use reading process skills and strategies to build comprehension.	
EXCEEDS STANDARD	• Independently apply pre-reading strategies, such as accessing prior knowledge, predicting, previewing, and setting a purpose for reading. • Consistently use self-correcting strategies, such as self-questioning and rereading. • State insights derived from main idea of text.
MEETS STANDARD	• Apply pre-reading strategies, such as accessing prior knowledge, predicting, previewing, and setting a purpose. • Use self-correcting strategies, such as self-questioning and rereading. • Recall and retell the main idea of text.
APPROACHES STANDARD	• Attempt to apply pre-reading strategies, such as accessing prior knowledge, predicting, previewing, and setting a purpose. • Rarely self-correct and self-question during reading. • Demonstrate limited recall of the main idea of text.
BELOW STANDARD	• Seldom apply pre-reading strategies. • Read without self-correcting or self-questioning. • Read with little understanding of main idea.

Performance Level Descriptors
English/Language Arts
Grade 2

Content Standard 3.0	Students read to comprehend, interpret, and evaluate literature from a variety of authors, cultures, and times.
EXCEEDS STANDARD	• Analyze literature to provide well-developed descriptions of simple story elements, including setting, characters, character traits, and plot. • Analyze differences in versions of the same stories from different cultures and eras. • Consistently identify main ideas of text. • Identify elements of rhythm, rhyme, and alliteration in poetry. • Explain the uses of poetry and prose.
MEETS STANDARD	• Provide well-developed descriptions of simple story elements, such as setting, characters, character traits, and plot. • Compare and contrast different versions of the same stories from different cultures and eras. • Identify the main idea of text. • Differentiate among rhythm, rhyme, and alliteration in poetry. • Distinguish between poetry and prose.
APPROACHES STANDARD	• Identify some simple elements of stories, such as setting, characters, character traits, and plot. • Notice some differences in versions of the same stories from different cultures and eras. • Identify the main idea of text with some assistance. • Identify some elements of poetry, such as rhythm, rhyme, and alliteration. • Attempt to distinguish between poetry and prose.
BELOW STANDARD	• Misname or overlook most simple elements of stories. • Read without noticing differences in versions of the same stories from different cultures and eras. • Consistently misidentify the main idea of text. • Consistently misidentify rhythm, rhyme, and alliteration in poetry. • Display inability to distinguish between poetry and prose.

Performance Level Descriptors
English/Language Arts
Grade 2

Content Standard 4.0	Students read to comprehend, interpret, and evaluate informational texts for specific purposes.
EXCEEDS STANDARD	• Strategically use parts of books to locate information across texts. • Identify and explain cause and effect relationships and the main idea of a passage. • Formulate and modify complex questions to gain understanding of important information in text. • Consistently demonstrate an understanding of and ability to follow simple directions to perform a task.
MEETS STANDARD	• Use the parts of a book to locate information, including table of contents, chapter headings, diagrams, charts, and graphs. • Identify cause and effect relationships and the main idea of a passage. • Formulate questions to gain understanding of important information in text. • Read and follow simple directions to perform a task.
APPROACHES STANDARD	• Use some parts of a book to locate information. • Identify only obvious cause and effect relationships and the main idea of a passage. • Formulate questions which lack necessary detail to gain understanding of important information in text. • Read, but inconsistently follow, simple directions to perform a task.
BELOW STANDARD	• Use parts of a book inconsistently, or not at all, to locate information. • Attempt to identify cause and effect relationships and the main idea of a passage with little or no accuracy. • Ask inappropriate or undeveloped questions to gain understanding of important information in text. • Do not follow simple directions to perform a task.

Performance Level Descriptors
English/Language Arts
Grade 2

Content Standard 5.0	Students write a variety of texts that inform, persuade, describe, evaluate, or tell a story and are appropriate to purpose and audience.
EXCEEDS STANDARD	• Independently write informative papers using at least two sources. • Consistently write friendly letters using a standard format. • Write a variety of literary forms that demonstrate appropriate organization.
MEETS STANDARD	• Write informative papers using two sources. • Write friendly letters using a standard format. • Write a variety of literary forms, including stories, poems, and responses to literature.
APPROACHES STANDARD	• Write informative papers with insufficient information, detail, or organization. • Write friendly letters, but may have major inconsistencies in format. • Write simple stories, poems, and responses to literature that may lack necessary detail.
BELOW STANDARD	• Write informative papers with minimal information, detail, or organization and/or do not use complete sentences or include sources. • Write friendly letters using no apparent format or organization. • Produce writing that is fragmented and may not address topic.

Performance Level Descriptors
English/Language Arts
Grade 2

Content Standard 6.0	Students write with a clear focus and logical development, evaluating, revising, and editing for organization, style, tone, and word choice.
EXCEEDS STANDARD	• Effectively use the steps of the writing process. • Generate numerous ideas and skillfully organize ideas for writing. • Write complete stories and other compositions with extensive detail for a specific audience. • Revise and edit writing with minimal teacher assistance. • Share writing with others, listen to responses, and make appropriate revisions.
MEETS STANDARD	• Use, with teacher assistance, the steps of the writing process such as prewriting, drafting, revising, editing, and sharing. • Generate and organize ideas for writing. • Write stories and other compositions with ample detail for a specific audience. • Revise and edit writing, with teacher assistance, for sufficient detail, ample clarity, and appropriate word usage. • Share writing with others and use responses for some revision.
APPROACHES STANDARD	• Use some steps of the writing process with teacher assistance and limited success. • Generate limited ideas; may lack an organizational system for writing. • Write stories and other compositions that lack sufficient detail, but may show some attention to audience. • Revise and edit writing, with significant teacher assistance and limited success, for sufficient detail, ample clarity, and appropriate word usage. • Experience difficulty sharing writing with others and listening to responses.
BELOW STANDARD	• Show little or no application of the writing process. • Display inability to generate ideas or organize ideas for writing. • Write fragmented stories and compositions. • Experience little success when revising and editing with significant teacher assistance. • Make little or no effort to share writing or listen to responses from others.

Performance Level Descriptors
English/Language Arts
Grade 2

Content Standard 7.0	Students write using standard English grammar, usage, punctuation, capitalization, and spelling.
EXCEEDS STANDARD	• Skilfully write and identify complete sentences. • Demonstrate a command of correct punctuation. • Consistently capitalize proper nouns and initials correctly. • Consistently spell words correctly. • Write compositions that are consistently readable, legible, and neatly formatted.
MEETS STANDARD	• Identify and write complete sentences using nouns, verbs, pronouns, adjectives, and adverbs. • Use correct punctuation, including end punctuation; commas in the greeting and closing of a letter, in dates, and between words in a series; and apostrophes in contractions and possessives. • Capitalize proper nouns and initials correctly. • Spell words correctly in writing, especially high-frequency irregular words and those with long and r-controlled vowels, blends, and digraphs. • Write compositions that are readable and legible.
APPROACHES STANDARD	• Demonstrate limited success writing or identifying complete sentences. • Write using end punctuation correctly but using commas and apostrophes incorrectly. • Sometimes capitalize proper nouns and initials. • Demonstrate inconsistent spelling of words in writing. • Write compositions that are mostly readable and legible.
BELOW STANDARD	• Display inability to write complete sentences. • Write with little or no appropriate punctuation. • Rarely capitalize proper nouns and initials correctly. • Frequently misspell words in writing. • Write unreadable or illegible compositions.

Performance Level Descriptors
English/Language Arts
Grade 2

Content Standard 8.0	Students listen to and evaluate oral communications for content, style, speaker's purpose, and audience appropriateness.
EXCEEDS STANDARD	• Determine and explain the purpose(s) for listening such as to obtain information, to solve problems, or to provide enjoyment. • Listen and provide a fully developed response to public presentations and a variety of media. • Consistently distinguish among different dialects. • Consistently follow two-step oral directions to complete a task successfully.
MEETS STANDARD	• Determine the purpose(s) for listening, such as to obtain information, to solve problems, or to provide enjoyment. • Listen and respond to public presentations and a variety of media. • Generally distinguish among different dialects. • Follow two-step oral directions to complete a task.
APPROACHES STANDARD	• Occasionally determine the purpose(s) for listening. • Attempt to listen and respond to public presentations and a variety of media. • Occasionally distinguish among different dialects. • Follow two-step oral directions with some difficulty.
BELOW STANDARD	• Seldom determine the purpose(s) for listening. • Lack listening skills and do not respond to public presentations or media. • Seldom or never distinguish among different dialects. • Display inability to follow two-step oral directions.

Performance Level Descriptors
English/Language Arts
Grade 2

Content Standard 9.0	Students speak using organization, style, tone, voice, and media aids appropriate to audience and purpose.
EXCEEDS STANDARD	• Demonstrate consistent use of clarity, pace, and vocabulary to communicate ideas. • Make exemplary oral presentations that maintain a clear focus and provide detail. • Thoroughly recount experiences and tell a wide variety of stories that move through a logical sequence of events and include character and setting. • Give precise directions to complete a simple task.
MEETS STANDARD	• Speak clearly, use an understandable pace, and select specific vocabulary to communicate ideas. • Make oral presentations that maintain a clear focus. • Recount experiences and tell stories that move through a logical sequence of events and include character and setting. • Give clear directions to complete a simple task.
APPROACHES STANDARD	• Speak with some clarity, use an erratic pace, and/or select unclear vocabulary to communicate ideas. • Make oral presentations with an inconsistent focus. • Omit some important details, such as sequence, character, and setting when recounting experiences and telling stories. • With some assistance, give simple directions to complete a task.
BELOW STANDARD	• Speak without clarity, adequate pace, or effective vocabulary. • Make oral presentations with little or no focus. • Recount fragmented stories and experiences. • Display inability to give directions with necessary detail to complete a simple task.

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Performance Level Descriptors
English/Language Arts
Grade 2

Content Standard 10.0 Students participate in discussions to offer information, clarify ideas, and support a position.	
EXCEEDS STANDARD	• Independently take turns, use appropriate eye contact, and present well-informed ideas in conversations and group discussions. • Ask thoughtful questions and arrive at well-developed answers.
MEETS STANDARD	• Demonstrate turn-taking and eye contact; present ideas and information in conversations and group discussions. • Ask and answer questions to gather and provide information.
APPROACHES STANDARD	• Inconsistently take turns and make eye contact; present underdeveloped ideas in conversations and group discussions. • Ask unclear questions and provide partial answers.
BELOW STANDARD	• Demonstrate rudimentary ability to participate in conversations and group discussions; make little eye contact. • Ask incoherent and incomplete questions and provide mostly inaccurate answers.

Performance Level Descriptors
English/Language Arts
Grade 2

Content Standard 11.0	Students formulate research questions, use a variety of sources to obtain information, weigh the evidence, draw valid conclusions, and present findings.
EXCEEDS STANDARD	• Formulate and organize specific questions to explore areas of interest. • Use a broad range of reference materials and technology to answer comprehensive questions. • Thoroughly present research findings, using available, appropriate media.
MEETS STANDARDS	• Formulate questions to explore areas of interest. • Locate information from reference materials and available technology to answer questions. • Present research findings, using available media.
APPROACHES STANDARD	• Ask a limited range of questions to explore areas of interest. • Use few reference materials and available technology to answer questions. • Present incomplete research findings, using a limited range of available media.
BELOW STANDARD	• Ask incoherent or unrelated questions for a topic. • Fail to use appropriate reference materials and available technology to answer questions. • Use insufficient information or inappropriate media to present research findings.

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Performance Level Descriptors

English/Language Arts

Grade 3

Content Standard 1.0	Students know and use word analysis skills and strategies to comprehend new words encountered in text.
EXCEEDS STANDARD	• Apply knowledge of word families, phonics, and structural elements consistently to determine the meanings of unfamiliar words in context. • Apply knowledge of prefixes, suffixes, roots, or base words independently to determine the meanings of words in context. • Use dictionaries, glossaries, and other resource materials independently to determine the meanings of words. • Apply knowledge of synonyms, antonyms, homophones, and homographs to analyze content of reading.
MEETS STANDARD	• Apply knowledge of word families, phonics, and structural elements to determine the meanings of unfamiliar words in context. • Apply knowledge of prefixes, suffixes, and roots or base words with minimal assistance to determine the meanings of words in context. • Use dictionaries, glossaries, and other resource materials adequately to determine the meanings of words. • Develop and communicate an expanded vocabulary through the use of synonyms, antonyms, homophones, and homographs.
APPROACHES STANDARD	• Identify word families, phonics, and structural elements of words but do not connect them to meaning. • Attempt to use prefixes, suffixes, or base words to determine meanings of words. • Use dictionaries and glossaries to determine the meanings of words with minimal success. • Display minimal knowledge of synonyms, antonyms, homophones, and homographs.
BELOW STANDARD	• Do not identify word families, phonics, and structural elements of words to determine meaning. • Do not use prefixes, suffixes, or base words to determine meanings of words. • Do not use dictionaries and glossaries adequately to determine meanings of words. • Do not apply synonyms, antonyms, homophones or homographs to expand meaning.

Performance Level Descriptors
English/Language Arts
Grade 3

Content Standard 2.0	Students use reading process skills and strategies to build comprehension.
EXCEEDS STANDARD	• Use pre-reading strategies extensively with a variety of reading materials. • Apply a variety of self-correcting strategies to text to enhance meaning. • Independently organize essential points of text; revise predictions while reading. • Systematically organize ideas and restate facts and details of text to share information. • Consistently and effectively adjust reading rate to suit difficulty of text.
MEETS STANDARD	• Apply pre-reading strategies with a variety of texts, such as stories, poems, and novels. • Apply self-correcting strategies, such as self-questioning and rereading to understand text. • Organize essential points of text; make revised predictions while reading. • Restate facts and details of text to share information and organize ideas. • Adjust reading rate to suit difficulty of text.
APPROACHES STANDARD	• Inconsistently use pre-reading strategies. • Attempt self-correcting strategies, such as self-questioning and rereading to understand text. • Demonstrate some sense of organization of essential points of text; make predictions while reading but do not revise them. • Share information from text, but lack accuracy and organization. • Demonstrate awareness of reading rate with limited application.
BELOW STANDARD	• Apply few, if any, pre-reading strategies. • Lack self-correcting strategies. • Do not organize essential points of text; do not make predictions. • Share disorganized information containing few facts and details. • Do not vary reading rate.

Performance Level Descriptors
English/Language Arts
Grade 3

Content Standard 3.0	Students read to comprehend, interpret, and evaluate literature from a variety of authors, cultures, and times.
EXCEEDS STANDARD	• Make comprehensive comparisons of story elements (plots, settings, characters) and points of view in a variety of works by a variety of authors from different times and cultures. • Make inferences about character traits and independently check text for verification. • Analyze themes or messages in text consistently and independently. • Consistently identify use of simile, metaphor, onomatopoeia, and hyperbole in text and interpret effectiveness. • Compare and contrast stories, plays, poetry, and non-fiction selections.
MEETS STANDARD	• Compare one or more story elements and points of view in a variety of works by a variety of authors from different times and cultures. • Make inferences about character traits and check text for verification with minimal assistance. • Identify and compare themes or messages in text with minimal assistance. • Identify simile, metaphor, onomatopoeia, and hyperbole in text. • Read and identify stories, plays, poetry, and non-fiction selections.
APPROACHES STANDARD	• Identify story elements and points of view in a variety of works by a variety of authors from different times and cultures. • Identify character traits and occasionally check text for verification. • Read and identify themes or messages in text with assistance. • Occasionally identify simile, metaphor, onomatopoeia, and hyperbole in text. • Read, but inconsistently identify, stories, plays, poetry, and non-fiction selections.
BELOW STANDARD	• Identify story elements inaccurately. • Demonstrate knowledge of character traits and how to check text for verification, but rarely do so. • Consistently misidentify messages or themes in text. • Consistently misidentify simile, metaphor, onomatopoeia, and hyperbole in text. • Misidentify genre differences among selections.

Performance Level Descriptors
English/Language Arts
Grade 3

Content Standard 4.0	Students read to comprehend, interpret, and evaluate informational texts for specific purposes.
EXCEEDS STANDARD	• Analyze relevant information from text features for a specific purpose. • Distinguish between cause/effect, fact/opinion, and main idea/supporting detail systematically. • Consistently and independently ask questions when connecting prior knowledge. • Independently draw conclusions about texts and support them with textual evidence and experience. • Independently read and follow three-and four-step directions to complete a simple task.
MEETS STANDARD	• Identify relevant information from text features for a specific purpose. • Distinguish between cause/effect, fact/opinion, and main idea/supporting detail with minimal assistance. • Ask questions and support answers by connecting prior knowledge with literal and inferential information in text with some assistance. • Draw conclusions about text and support them with textual evidence and experience with minimal assistance. • Read and follow three-and four-step directions to complete a simple task with minimal assistance.
APPROACHES STANDARD	• Have limited success identifying text features and determining types of information they provide, such as word definitions from a glossary. • Identify cause/effect, fact/opinion, and main idea/supporting detail with assistance. • Ask superficial questions, give unsupported answers, and/or do not connect prior knowledge with information in text. • Draw conclusions, but do not support them with textual evidence. • Read, but may not be able to follow, three-and four-step directions.
BELOW STANDARD	• Identify text features with limited knowledge of the information they provide. • Partially identify cause/effect, fact/opinion, and main idea/supporting detail. • Display inability to connect prior knowledge with information in text. • Do not draw conclusions from text. • Do not follow three-and four-step directions to perform a task.

Performance Level Descriptors

English/Language Arts

Grade 3

Content Standard 5.0	Students write a variety of texts that inform, persuade, describe, evaluate, or tell a story and are appropriate to purpose and audience.
EXCEEDS STANDARD	• Use three or more sources to write organized, informative papers. • Consistently write narratives, stories, responses to literature and personal and business letters in correct format. • Write stories that are developed and organized with substantial details. • Write compositions that accurately and consistently retell the events of a story in sequence.
MEETS STANDARD	• Use at least three sources to write informative papers. • Write narratives, stories, responses to literature, and personal and business letters using appropriate organization and format. • Write stories that develop sequentially and contain sufficient detail. • Write compositions that retell the events in a story in sequence.
APPROACHES STANDARD	• Use one or more sources to write informative papers. • Write narratives, stories, responses to literature, and personal and business letters that may contain errors in format. • Write stories that lack sequence, detail, and organization. • Attempt to write compositions that retell a story in sequence.
BELOW STANDARD	• Display inability to use sources to write informative papers. • Identify types of texts but lack ability to write correct format. • Write stories that contain limited and disorganized information. • Do not write compositions that retell a story in sequential order.

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Performance Level Descriptors
English Language Arts
Grade 3

Content Standard 6.0	Students write with a clear focus and logical development, evaluating, revising, and editing for organization, style, tone, and word choice.
EXCEEDS STANDARD	• Skillfully use the steps of the writing process. • Write comprehensive compositions that include a topic sentence, supporting sentences, details, and attention to audiences. • Effectively revise and edit written drafts. • Consistently choose words that convey voice for given audiences.
MEETS STANDARD	• Use the steps of the writing process, such as prewriting, drafting, revising, editing, and sharing, with minimal teacher assistance. • Write simple compositions that include a topic sentence, supporting sentences, details, and attention to audiences. • Revise and edit written drafts for order of ideas and use of standard English. • Demonstrate effective voice through appropriate word choice for given audiences.
APPROACHES STANDARD	• Use the writing process with some success. • Write compositions with limited focus, detail, and/or attention to audience. • Inconsistently revise and edit written drafts. • Use predictable or ineffective word choice, demonstrating little sense of voice.
BELOW STANDARD	• Use the steps of the writing process with limited success. • Write compositions lacking both focus and details. • Show little or no evidence of revision or editing. • Make limited or inappropriate word choices, demonstrating no sense of voice.

Performance Level Descriptors
English Language Arts
Grade 3

Content Standard 7.0	Students write using standard English grammar, usage, punctuation, capitalization, and spelling.
EXCEEDS STANDARD	• Compose sentences containing no errors using correct subject/verb agreement and using correct past, present, and future verb tenses. • Use a variety of sentence types appropriately in writing. • Consistently use correct punctuation in writing. • Produce writing which consistently demonstrates correct use of capitalization and spelling. • Create compositions that are consistently legible, neat, and appropriately spaced.
MEETS STANDARDS	• Compose simple sentences using correct subject/verb agreement and correct use of past, present and future verb tenses. • Write declarative, interrogative, imperative, and exclamatory sentences. • Use quotation marks in dialogue; punctuate city and state, dates, and titles of books. • Generally use correct capitalization and spelling. • Create readable and legible compositions in a standard format.
APPROACHES STANDARDS	• Compose simple sentences which may have errors in subject/verb agreement and tenses. • Write using limited sentence variety. • Inconsistently use quotation marks in simple dialogue and make some errors in punctuation. • Produce writing which contains frequent errors in spelling and capitalization. • Create compositions that are occasionally illegible and contain inconsistent spacing and margins.
BELOW STANDARD	• Demonstrate limited success in writing simple sentences. • Demonstrate minimal awareness of sentence types. • Demonstrate limited understanding of punctuation. • Produce writing which is mostly inaccurate in spelling and capitalization. • Write illegibly.

Performance Level Descriptors
English/Language Arts
Grade 3

Content Standard 8.0	Students listen to and evaluate oral communications for content, style, speaker's purpose, and audience appropriateness.
EXCEEDS STANDARD	• Retell and explain what a speaker has said in a well-organized manner. • Successfully listen to make connections between prior experiences, insights, and ideas and the message of the speaker. • Identify and analyze language, sayings, and dialects that reflect regions and cultures. • Independently follow four-step oral directions to complete a simple task.
MEETS STANDARD	• Retell and explain what has been said by a speaker. • Listen to make connections between prior experiences, insights, and ideas and the message of the speaker. • Identify language, sayings, and dialects that reflect regions and cultures. • Follow three-and four-step oral directions to complete a simple task.
APPROACHES STANDARD	• Attempt to retell and explain what a speaker has said. • Attempt to make connections between prior experiences, insights, and ideas and the message of the speaker. • Sometimes recognize the variety of language, sayings, and dialects that reflect regions and cultures. • Have difficulty following three-and four-step oral directions to complete a task.
BELOW STANDARD	• Display inability to retell and explain what has been said by a speaker. • Lack ability to connect prior knowledge to speaker's message. • Have awareness of, but lack ability to distinguish among, language, sayings, and dialects from different regions and cultures. • Do not follow three- or four-step oral directions to complete a task.

Performance Level Descriptors
English Language Arts
Grade 3

Content Standard 9.0	Students speak using organization, style, tone, voice, and media aids appropriate to audience and purpose.
EXCEEDS STANDARD	• Consistently use standard English to communicate ideas in a variety of tasks. • Make exceptional use of public speaking techniques, which may include various media, and give presentations which are well-organized and sequential. • Read aloud and recite prose and poetry with enthusiasm and flair. • Give clear and precise directions to complete a complex task.
MEETS STANDARDS	• Use standard English to communicate ideas in a variety of tasks. • Use appropriate public speaking techniques and give organized and sequential presentations. • Read aloud and recite prose and poetry with fluency, rhythm, pace, appropriate intonation, and vocal patterns. • Give clear three- and four-step directions to complete a simple task.
APPROACHES STANDARD	• Occasionally use non-standard English to communicate ideas. • Use public speaking techniques inconsistently and give presentations that lack some organization or detail. • Read aloud and recite prose and poetry with some fluency, rhythm, pace, appropriate intonation, or vocal patterns. • Give, with some assistance, three-step directions to complete a task.
BELOW STANDARD	• Use non-standard English. • Use public speaking techniques with little success and give presentations with minimal organization and detail. • Read aloud and attempt to recite prose and poetry, but achieve little success. • Give simple directions that may be incomplete or unclear.

Performance Level Descriptors
English/Language Arts
Grade 3

Content Standard 10.0	Students participate in discussions to offer information, clarify ideas, and support a position.
EXCEEDS STANDARD	• Demonstrate leadership and participate fully in conversations and group discussions. • Facilitate discussion of ideas and information for task completion. • Analyze differences between speaker's opinions and facts.
MEETS STANDARD	• Speak, listen attentively, and respond to questions with relevant detail in conversations and group discussions. • Share ideas and information to complete a task. • Distinguish the difference between speaker's opinion and facts.
APPROACHES STANDARD	• Speak ineffectively, listen inattentively, or ask and answer few questions. • Make minimal contributions of ideas and information to a group task. • Distinguish the difference between speaker's opinion and facts occasionally.
BELOW STANDARD	• Have little or no interaction in conversations and group discussions. • Make little effort to share ideas or may provide insufficient information. • Make major errors in distinguishing opinion from facts.

Performance Level Descriptors
English/Language Arts
Grade 3

Content Standard 11.0	Students formulate research questions, use a variety of sources to obtain information, weigh the evidence, draw valid conclusions, and present findings.
EXCEEDS STANDARD	• Independently formulate complex questions to investigate topics. • Systematically use a variety of appropriate resources, such as library, available technology, print, and non-print resources to find and record information on a topic. • Accurately document others' ideas, images, and information. • Present organized, comprehensive research findings using a variety of available media appropriate for various audiences.
MEETS STANDARD	• Formulate questions to investigate topics. • Use a variety of resources, such as library, available technology, print, and non-print resources to find and record information on a topic. • Give credit for others' ideas, images, and information, such as a list of sources. • Present research findings using available, selected media for different purposes and audiences.
APPROACHES STANDARD	• Have difficulty formulating questions to investigate topics. • Locate resources, such as library, available technology, print, and non-print resources, but may have difficulty recording information. • Recognize the variety of sources of ideas. • Present incomplete research findings for a specific purpose and audience.
BELOW STANDARD	• Lack ability to formulate questions to investigate topics. • Have limited success in locating resources. • Display inability to match ideas with source. • Address a topic, but do not present research findings.

Performance Level Descriptors
English/Language Arts
Grade 5

Content Standard 1.0	Students know and use word analysis skills and strategies to comprehend new words encountered in texts.
EXCEEDS STANDARD	• Systematically apply word attack skills to comprehend unknown words in complex texts. • Accurately infer the meanings of words by applying knowledge of Greek and Latin roots and affixes and by efficiently using dictionaries and glossaries. • Recognize and purposefully apply context clues to identify unknown words in text.
MEETS STANDARD	• Competently apply word attack skills to comprehend unfamiliar words in text. • Determine the meanings of words by applying knowledge of Greek and Latin roots and affixes, with or without dictionaries and glossaries. • Recognize and apply context clues to identify unknown words in text.
APPROACHES STANDARD	• Inconsistently apply word attack skills, limiting comprehension of text. • Inconsistently apply knowledge of Greek and Latin roots and affixes; attempt to determine the meanings of words by using dictionaries and glossaries. • Occasionally apply context clues to identify the meanings of unknown words in text.
BELOW STANDARD	• Insufficiently apply word attack skills to comprehend text. • Demonstrate little or no knowledge of Greek and Latin roots and affixes; use dictionaries and glossaries with minimal success. • Do not identify or use context clues to determine the meanings of unknown words in text.

Performance Level Descriptors
English/Language Arts
Grade 5

Content Standard 2.0	Students use reading process skills and strategies to build comprehension.
EXCEEDS STANDARD	• Demonstrate extensive applications of pre-reading strategies. • Use a broad and effective range of skills, strategies, and rates during reading to aid comprehension. • Demonstrate fully developed understanding of text through well-organized notes and well-written reports.
MEETS STANDARD	• Apply pre-reading strategies to aid comprehension. • Use a variety of skills, strategies, and rates during reading to aid comprehension. • Demonstrate comprehension of text through various activities such as note taking or writing reports.
APPROACHES STANDARD	• Use a limited number of pre-reading strategies to aid comprehension. • Use a limited variety and number of skills, strategies, and rates during reading to aid comprehension. • Demonstrate a narrow or incomplete understanding of text which is reflected in limited or inaccurately written reports.
BELOW STANDARD	• Show little or no knowledge of pre-reading strategies. • Apply limited skills or inappropriate reading strategies and reading rates during reading. • Show very limited understanding of text which is reflected through insufficient reports or meager notes.

Performance Level Descriptors
English/Language Arts
Grade 5

Content Standard 3.0	Students read to comprehend, interpret, and evaluate literature from a variety of authors, cultures, and times.
EXCEEDS STANDARD	• Consistently identify and analyze main plot elements, conflicts, and themes. • Identify and analyze figurative language. • Insightfully compare stated and implied themes in a variety of texts. • Make and defend insightful inferences about character traits and motivations. • Independently describe differences in purpose and structure among stories, plays, poetry, and non-fiction materials. • Make convincing connections between a piece of literature and the historical events and cultures portrayed. • Clearly describe how authors' writing styles influence reader response.
MEETS STANDARD	• Identify main plot elements, conflicts, and themes in a variety of texts. • Identify figurative language in a variety of texts. • Compare stated and implied themes in a variety of texts. • Make and defend accurate inferences about character traits and motivations. • Describe differences in purpose and structure among stories, plays, poetry, and non-fiction materials. • Make reasonable connections between a piece of literature and the historical events and cultures portrayed. • Describe how authors' writing styles influence reader response.
APPROACHES STANDARD	• Inconsistently identify main plot elements, conflicts, and themes. • Inconsistently identify figurative language. • Compare stated and implied themes in a variety of texts with limited success. • Make simple inferences about character traits and motivations. • Describe differences in purpose and structure among stories, plays, poetry, and non-fiction materials with some success. • Make few or inaccurate connections between a piece of literature and the historical events and cultures portrayed. • Attempt to describe how authors' writing styles influence reader response, but description may lack supporting detail.
BELOW STANDARD	• Identify main plot elements, conflicts, and themes with little or no success. • Identify figurative language with little or no success. • Compare stated and implied themes in a variety of texts with little or no success. • Make inaccurate inferences about character traits and motivations. • Describe differences in purpose or structure among stories, plays, poetry, and non-fiction with little or no success. • Make few or no connections between a piece of literature and the events and cultures portrayed. • Do not describe how authors' writing styles influence reader response.

Performance Level Descriptors
English/Language Arts
Grade 5

Content Standard 4.0	Students read to comprehend, interpret, and evaluate informational texts for specific purposes.
EXCEEDS STANDARD	• Consistently and independently clarify and connect main ideas and concepts and identify their relationship to other sources and topics. • Independently read to evaluate new information and hypotheses by comparing them to known information and ideas. • Consistently draw conclusions and make inferences about text supported by textual evidence and experience. • Effectively identify authors' ideas and purposes in text, including advertisements and public documents. • Read and follow multistep directions effectively.
MEETS STANDARD	• Clarify and connect main ideas and concepts and identify their relationship to other sources and topics. • Read to evaluate new information and hypotheses by comparing them to known information and ideas. • Draw conclusions and make inferences about text supported by textual evidence and experience. • Identify authors' ideas and purposes in text, including advertisements and public documents. • Read and follow multistep directions to complete a task.
APPROACHES STANDARD	• Sometimes identify main idea, but have limited success making connections among texts. • Read to evaluate new information and hypotheses, but compare them to known information and ideas with limited success. • Attempt to draw conclusions and make inferences about text, but do not provide textual support. • Sometimes identify authors' ideas and purposes in text, including advertisements and public documents. • Require assistance to read and follow multistep directions to complete a task.
BELOW STANDARD	• Have difficulty determining main idea and do not make connections among texts. • Inaccurately evaluate new information. • Make some effort to draw conclusions and make inferences about text, but do not provide textual support. • Display inability to identify authors' ideas and purposes in text. • Do not read and/or follow multistep directions to complete a task.

Performance Level Descriptors
English/Language Arts
Grade 5

Content Standard 5.0	Students write a variety of texts that inform, persuade, describe, evaluate, or tell a story and are appropriate to purpose and audience.
EXCEEDS STANDARD	• Write coherent and engaging accounts of specific events, which are well-developed and use vivid details. • Support clear insightful reactions to, or positions on, literary selections with evidence, details, and quotations. • Write informative pieces that clearly develop a topic, providing convincing support. • Write complete, yet succinct, summaries of oral and written stories. • Write insightful letters which are well-organized and use a format that is appropriate to audience. • Write short expository text that acknowledges both sides of an issue.
MEETS STANDARD	• Write stories which develop a logical sequence of events and use sufficient descriptive details. • Support reactions to, or positions on, literary selections with some evidence, details, or quotations. • Write informative compositions that develop the topic with appropriate facts from a variety of sources. • Write accurate summaries of oral and written stories. • Write letters giving complete information in accurate format. • Write short expository text that speculates on causes and effects and offers simple persuasive evidence.
APPROACHES STANDARD	• Write stories which relate a specific event, but do not develop it logically or use sufficient details. • Respond tentatively to literary selections with minimal supporting evidence or detail. • Write informative texts that briefly state a position and offer some evidence. • Write summaries that contain excessive and irrelevant details. • Write letters which require the reader to supply missing information and only partially follow format. • Write short expository text that offers little factual or persuasive evidence.
BELOW STANDARD	• Write stories which do not focus on a specific event and lack details. • Respond to literary selections in a vague or confusing way with little or no supporting evidence. • Write informative text which lacks development. • Retell rather than summarize information. • Write letters which are difficult to understand, disorganized, and do not follow format. • Write short expository text which offers no factual or persuasive evidence.

Performance Level Descriptors
English/Language Arts
Grade 5

Content Standard 6.0	Students write with a clear focus and logical development, evaluating, revising, and editing for organization, style, tone, and word choice.
EXCEEDS STANDARD	• Consistently and independently generate ideas for future writing. • Create written pieces with an organizational structure which enhances and showcases the idea or theme. • Write in an insightful and precise manner, effectively developing and supporting the topic. • Purposefully apply a wide variety of revising and editing strategies to refine meaning. • Communicate with the intended audience in a voice that is individualistic, expressive, and appropriate to purpose.
MEETS STANDARD	• Generate ideas for future writing using a variety of strategies with minimal assistance. • Create written pieces with an organizational structure strong enough to move the reader from point to point without confusion. • Write in a clear and focused way, developing the topic and providing general support. • Use a variety of revising and editing strategies to refine meaning, such as adding words, deleting words, and clarifying and rearranging words and sentences. • Effectively communicate voice appropriate to the intended audience using effective word choice.
APPROACHES STANDARD	• Generate ideas for future writing using a limited number of strategies with some assistance. • Create written pieces with limited organizational structure, requiring the reader to fill in the gaps. • Write about the topic with some focus and detail. • Use a limited number of revising and editing strategies. • Make an attempt to involve the reader, but use voice which may be inappropriate to the purpose.
BELOW STANDARD	• Require assistance to generate ideas for future writing. • Create written pieces with no organizational structure, making it difficult for the reader to understand the main point or story line. • Write without a clear topic. • Use few or no editing or revising strategies. • Communicate with no apparent attempt to move or involve the reader.

Performance Level Descriptors
English/Language Arts
Grade 5

Content Standard 7.0	Students write using standard English grammar, usage, punctuation, capitalization, and spelling.
EXCEEDS STANDARD	• Consistently identify and correctly use pronoun case, comparative and superlative modifiers, and often-confusing verbs. • Consistently identify and correctly use prepositional phrases, appositives; and independent clauses; use transitions and conjunctions to elaborate ideas in writing. • Consistently and correctly use colons to introduce a list; quotation marks around exact words of speakers and names of poems, songs, and stories; and rules of capitalization. • Consistently and correctly spell frequently-used words, paying attention to roots, suffixes, and prefixes.
MEETS STANDARD	• Identify and correctly use pronoun case, comparative and superlative modifiers, and often-confusing verbs. • Identify and use prepositional phrases, appositives, and independent clauses; use transitions and conjunctions to elaborate ideas in writing. • Use colons to introduce a list; quotation marks around exact words of speakers and names of poems, songs, and short stories; and rules of capitalization. • Spell frequently-used words correctly, paying special attention to roots, suffixes, and prefixes.
APPROACHES STANDARD	• Inconsistently identify and use pronoun case, comparative and superlative modifiers, and often-confusing verbs. • Inconsistently identify and use prepositional phrases, appositives, and independent clauses; inconsistently use transitions and conjunctions to elaborate ideas in writing. • Inconsistently use colons to introduce a list; quotation marks around exact words of speakers and names of poems, songs, and short stories; and rules of capitalization. • May misspell frequently-used words.
BELOW STANDARD	• Make major errors in identifying and using pronoun case, comparative and superlative modifiers, and often-confusing verbs. • Demonstrate little understanding of prepositional phrases, appositives, and independent clauses; do not use transitions and conjunctions to elaborate ideas in writing. • Demonstrate little understanding of the use of colons to introduce a list; quotation marks around exact words of speakers and names of poems, songs, and short stories; and rules of capitalization. • Spell frequently-used words with significant errors.

Performance Level Descriptors
English/Language Arts
Grade 5

Content Standard 8.0	Students listen to and evaluate oral communications for content, style, speaker's purpose, and audience appropriateness.
EXCEEDS STANDARD	• Consistently and insightfully identify, interpret, and evaluate a speaker's verbal and nonverbal messages, intent, viewpoint, and techniques using given criteria; distinguish fact from opinion. • Independently identify and describe language and dialect usage that vary in different contexts, regions, and cultures. • Independently follow multistep oral directions to complete a task.
MEETS STANDARD	• Identify, interpret, and evaluate a speaker's verbal and nonverbal messages, intent, viewpoints, and techniques using given criteria; distinguish fact from opinion. • Identify and describe language and dialect usage that vary in different contexts, regions, and cultures. • Follow multistep oral directions to complete a task.
APPROACHES STANDARD	• May identify a speaker's verbal and nonverbal messages, intent, viewpoint, and technique, but have difficulty with interpretation and evaluation; have difficulty distinguishing fact from opinion. • Identify, but struggle to describe, language and dialect usage that vary in different contexts, regions, and cultures. • Have difficulty understanding multistep oral directions to complete a task.
BELOW STANDARD	• May identify a speaker's verbal messages, but have difficulty evaluating nonverbal messages, intent, viewpoint, and techniques; do not distinguish fact from opinion. • Do not identify and describe language and dialect usage that vary in different contexts, regions, and cultures. • Fail to follow multistep directions to complete a task.

Performance Level Descriptors
English/Language Arts
Grade 5

Content Standard 9.0	Students speak using organization, style, tone, voice, and media aids appropriate to audience and purpose.
EXCEEDS STANDARD	• Successfully use specific vocabulary, standard English, and appropriate public speaking techniques to communicate ideas convincingly. • Give well-developed oral reports that demonstrate a clear and insightful point of view and incorporate multimedia aids as needed for enhancement. • Give multistep oral directions to complete a complex task.
MEETS STANDARD	• Generally use specific vocabulary, standard English, and appropriate public speaking techniques to communicate ideas. • Give organized oral reports that demonstrate clear point of view and incorporate multimedia aids as needed for enhancement. • Give multistep oral directions to complete a task.
APPROACHES STANDARD	• Ineffectively use vocabulary, standard English, and public speaking techniques in attempting to communicate ideas. • Give oral reports with limited organization; may not fully communicate the speaker's point of view or incorporate multimedia aids as needed for enhancement. • Give multistep oral directions to complete a task with some assistance.
BELOW STANDARD	• Use simplistic vocabulary, non-standard English, and/or have little success using public speaking techniques to communicate ideas. • Give oral reports that are disorganized and unfocused; use multimedia aids ineffectively. • Give multistep oral directions that are incomplete or unclear.

Performance Level Descriptors
English/Language Arts
Grade 5

Content Standard 10.0	Students participate in discussions to offer information, clarify ideas, and support a position.
EXCEEDS STANDARD	• Facilitate group discussions as both contributor and leader. • Ask and answer insightful questions in group discussions to clarify or extend ideas. • Readily share ideas, opinions, and information with a group and independently choose language that communicates messages clearly and effectively. • Compare and contrast essential ideas and viewpoints of several speakers.
MEETS STANDARD	• Participate in group discussions as a contributor and a leader. • Ask and answer questions in group discussions to clarify or extend ideas. • Share ideas, opinions, and information with a group, requiring minimal prompting or assistance; choose language that communicates messages clearly and effectively. • Compare and contrast ideas and viewpoints of speakers.
APPROACHES STANDARD	• Participate in group discussions, but may be unable to be both contributor and leader. • Ask and answer questions in group discussions, but questions may be unrelated or unproductive. • Attempt to share ideas, opinions, and information with a group, but have limited success choosing language that communicates clearly and effectively. • Identify the varied ideas and viewpoints of speakers, but do not articulate similarities and differences.
BELOW STANDARD	• Interact in group discussions with little success as either a contributor or leader. • Occasionally ask and answer questions that may be unrelated or unproductive in group discussions. • Do not productively share ideas, opinions, and information with a group; use rudimentary language that limits communication. • May be able to identify the varied ideas and viewpoints of speakers, but state them inaccurately or superficially.

Performance Level Descriptors
English/Language Arts
Grade 5

Content Standard 11.0	Students formulate research questions, use a variety of sources to obtain information, weigh the evidence, draw valid conclusions, and present findings.
EXCEEDS STANDARD	• Develop concise research questions that establish a clear focus and purpose for inquiry. • Select relevant information from a variety of resources to answer the research question and list each source used. • Select and use an appropriate format to take concise notes from information found. • Clearly communicate research findings using charts, maps, or graphs skillfully to enhance written text.
MEETS STANDARD	• Develop reasonable research questions that establish a focus and purpose for inquiry. • Select sufficient information from multiple resources to answer the research question and list each source used. • Take adequate notes to record information using given formats. • Organize and communicate organized research findings using appropriate graphs, charts, or maps with written text.
APPROACHES STANDARD	• Develop research questions that establish some focus for inquiry, but may be inaccurate or unrealistic. • Select information related to the research question, but it may be insufficient, unfocused, or from a limited number of sources; sources may not be listed. • Record information with little success using given formats. • Communicate research findings, but may lack organization, effective delivery, or appropriate visuals.
BELOW STANDARD	• Develop unfocused research questions that prevent meaningful inquiry. • Provide information connected to the topic that may be extraneous, insufficient, or may not answer the question; sources may not be listed. • Copy information or make no attempt to record information using given formats. • Present limited research findings and may omit written or visual components.

Performance Level Descriptors
English/Language Arts
Grade 8

Content Standard 1.0	Students know and use word analysis skills and strategies to comprehend new words encountered in text.
EXCEEDS STANDARD	• Consistently analyze and accurately apply knowledge of word origins to comprehend new words. • Use context and a variety of reference materials to determine the meanings of words in text. • Consistently analyze figurative language to get meaning from text.
MEETS STANDARD	• Apply knowledge of Greek and Latin roots and affixes to comprehend new words. • Use dictionaries and glossaries to determine meanings of new words encountered in text. • Analyze figurative language to infer literal and figurative meaning from text.
APPROACHES STANDARD	• Occasionally apply knowledge of word origins to comprehend new words. • Attempt to use dictionaries and glossaries to determine meanings of new words encountered in text. • Have difficulty understanding figurative language.
BELOW STANDARD	• Rarely apply knowledge of word origins to comprehend new words. • Minimally or incorrectly use dictionaries and glossaries to determine meanings of new words encountered in text. • Demonstrate little or no understanding of figurative language.

Performance Level Descriptors
English/Language Arts
Grade 8

Content Standard 2.0	Students use reading process skills and strategies to build comprehension.
EXCEEDS STANDARDS	• Effectively apply prereading strategies to sophisticated text . • Independently apply and analyze skills and strategies to ensure comprehension. • Independently adjust reading rate to match purpose, task, and text difficulty. • Thoughtfully use outlines, maps, and graphic organizers to aid comprehension.
MEETS STANDARDS	• Apply prereading strategies. • Apply and analyze skills and strategies that enhance comprehension. • Use outlines, maps, and graphic organizers to aid comprehension. • Adjust reading rate to match purpose, task, and text difficulty.
APPROACHES STANDARD	• Attempt to apply prereading strategies. • Have limited success in selecting and identifying skills and strategies that enhance comprehension. • Inaccurately use outlines, maps, or graphic organizers to aid comprehension. • Rarely adjust reading rate to match purpose, task, and text difficulty.
BELOW STANDARD	• Use prereading strategies with rudimentary success. • Show some effort to select skills and strategies that enhance comprehension. • May not use outlines, maps, or graphic organizers to aid comprehension. • Do not adjust reading rate to match purpose, task, and text difficulty.

Performance Level Descriptors
English/Language Arts
Grade 8

Content Standard 3.0	Students read to comprehend, interpret, and evaluate literature from a variety of authors, cultures, and times.
EXCEEDS STANDARD	• Conduct a comprehensive evaluation of story elements to determine their importance in the story. • Make inferences and predictions about characters' actions supported by the text. • Analyze and explain the connections among an author, the historical and cultural context, and the work. • Present an insightful analysis of a recurring theme in several selections. • Evaluate the effectiveness of techniques utilized by an author to elicit reader response. • Consistently compare and analyze characteristics and elements of various literary forms.
MEETS STANDARD	• Analyze and evaluate story elements to determine their importance to the story. • Explain inferences regarding the motives of characters and consequences of action by citing the text. • Identify examples of connections among an author, the cultural and historical context, and the work. • Distinguish theme from topic and cite textual evidence to support claims. • Identify, analyze, and compare techniques used by authors to elicit reader response. • Compare characteristics and elements of various literary forms.
APPROACHES STANDARD	• Identify story elements, such as subplot or parallel episodes. • Make limited inferences that may not be supported by the text. • Demonstrate some knowledge about the connections among an author, the cultural and historical context, and the work. • Identify theme or topic, but have difficulty distinguishing between them. • Recognize some techniques used by an author to elicit reader response. • Identify elements and characteristics of literary forms, but make ineffective comparisons.
BELOW STANDARD	• Identify less sophisticated story elements, such as setting and character, but display inability to recognize more complex elements, such as conflict and climax. • Make few or inaccurate inferences. • Do not identify a connection among an author, the historical or cultural context, and the work. • Identify topic of a selection, but not theme. • Do not identify writers' techniques. • Do not recognize the differences among genres.

Performance Level Descriptors
English/Language Arts
Grade 8

Content Standard 4.0	Students read to comprehend, interpret, and evaluate informational texts for specific purposes.
EXCEEDS STANDARD	• Consistently apply knowledge of text features and complex expository structures to a variety of materials to comprehend text. • Independently locate, interpret, organize, and synthesize information from a variety of texts. • Evaluate and critique authors' arguments. • Concisely analyze and summarize information from a variety of texts, including advertisements and public documents. • Read and follow multistep directions effectively to complete an increasingly complex task.
MEETS STANDARD	• Use knowledge of text features and common expository structures to comprehend text. • Locate, interpret, organize, and synthesize information in text to answer specific questions and support ideas. • Evaluate the validity, accuracy, and adequacy of evidence behind authors' ideas and cite supporting evidence. • Summarize ideas and information in text, including advertisements and public documents. • Read and follow multistep directions to complete a complex task.
APPROACHES STANDARD	• Have knowledge of some text features and expository structures, but may not use them to comprehend text. • Locate and interpret information in text, but may not be able to organize and synthesize information. • Identify the authors' arguments, but do not assess validity, accuracy, and adequacy of supporting evidence. • Restate information from text. • Require assistance to read and follow multistep directions to complete a complex task.
BELOW STANDARD	• Have little or no knowledge of text features and/or expository structures. • Have difficulty locating information in a text. • Sometimes identify authors' arguments, but fail to identify supporting evidence. • Restate minimal information from text. • Do not read and/or follow multistep directions to complete a complex task.

Performance Level Descriptors
English/Language Arts
Grade 8

Content Standard 5.0	Students write a variety of texts that inform, persuade, describe, evaluate, or tell a story and are appropriate to purpose and audience.
EXCEEDS STANDARD	• Write a variety of fully-developed informative papers utilizing a variety of sources. • Consistently write personal and business communications appropriate to audience and purpose. • Write memorable narratives or short stories that reveal the author's attitude toward the subject. • Consistently write responses to literary selections which draw upon textual evidence and personal background or experiences. • Consistently write accurate summaries. • Write comprehensive expository text that elicits reader response. • Write effectively organized persuasive editorials or essays that answer reader concerns and counter arguments.
MEETS STANDARD	• Write well-developed informative papers utilizing a variety of sources. • Write personal and business communications. • Write organized narratives or short stories that include elements such as relevant dialogue and details and that reveal the author's attitude toward the subject. • Respond to literary selections using supporting evidence from the text. • Write summaries presenting main ideas and key supporting information. • Write well-organized expository text that states a thesis and answers reader concerns and counter arguments. • Write organized, persuasive editorials or essays that state a thesis supported by details, reasons, and examples.
APPROACHES STANDARD	• Write informative papers which may contain errors in format and/or utilize few sources. • Write personal and business communications that may have errors in organization and development or may not be appropriate to the audience. • Write narratives or short stories which may lack necessary details and may not reveal the author's attitude toward the subject. • Write responses to literary selections based on limited knowledge or personal experience and limited textual evidence. • Write summaries which may not include main idea and key supporting details. • Write text that lacks a thesis and may not address reader concerns. • Write persuasive editorials or essays that fail to convince due to the lack of a thesis and/or details, reasons, and examples.
BELOW STANDARD	• Write papers that demonstrate a rudimentary effort to inform and that may have major errors in format and/or rely on one source. • Write personal and business communications with significant errors in organization and development and little or no application to the identified audience or purpose. • Write incoherent and fragmented narratives or short stories. • Write superficial responses to literature that show a lack of understanding of the text. • Write summaries which may lack main ideas and which may not discriminate between essential and nonessential information. • Write text lacking expository features. • Write disorganized compositions that do not meet the purpose of persuading the reader.

Performance Level Descriptors
English/Language Arts
Grade 8

Content Standard 6.0	Students write with a clear focus and logical development, evaluating, revising, and editing for organization, style, tone, and word choice.
EXCEEDS STANDARDS	• Generate insightful and relevant ideas utilizing a variety of strategies. • Consistently and systematically organize ideas according to the purpose and task. • Consistently draft coherent compositions with a controlling impression or thesis statement. • Independently revise writing successfully by using given criteria. • Accurately and consistently edit for use of standard English. • Produce writing with a clear and effective voice that elicits reader response.
MEETS STANDARDS	• Generate ideas utilizing a variety of strategies. • Organize ideas according to the purpose and task. • Draft coherent compositions with a controlling impression or thesis statement. • Revise writing using given criteria. • Edit for use of standard English. • Produce writing with a voice that is expressive and appropriate to audience and purpose.
APPROACHES STANDARD	• Generate a narrow range of ideas using few strategies. • Organize ideas with limited success. • Draft compositions with an inadequate thesis or controlling impression. • Revise writing with inconsistent use of given criteria. • Seldom edit for use of standard English. • Produce writing with a voice that may not be appropriate to audience and purpose.
BELOW STANDARD	• Have difficulty generating ideas. • Inadequately organize presentation of ideas. • Draft compositions which lack a thesis. • Ineffectively revise writing. • Write with major errors due to lack of editing for standard English. • Produce writing that lacks voice or expression.

Performance Level Descriptors
English/Language Arts
Grade 8

Content Standard 7.0	Students write using standard English grammar, usage, punctuation, capitalization, and spelling.
EXCEEDS STANDARDS	• Consistently and accurately apply the rules of usage and grammar. • Use varied sentence structure skillfully to reinforce a personal writing style. • Consistently and correctly use internal and external punctuation. • Consistently and correctly use rules of capitalization • Write with no spelling errors.
MEETS STANDARDS	• Apply the rules of usage and grammar correctly. • Use varied sentence structure to reinforce style. • Use internal and external punctuation correctly. • Use rules of capitalization. • Demonstrate conventional spelling.
APPROACHES STANDARD	• Apply the rules of usage and grammar with noticeable errors. • Attempt to use varied sentence structure in an effort to reinforce style. • Generally use external punctuation correctly, but make significant errors using internal punctuation. • Use rules of capitalization with some errors. • Demonstrate conventional spelling with noticeable errors.
BELOW STANDARD	• Attempt to apply rules of usage and grammar, but make major errors. • Use simple sentence structure. • Apply the rules of punctuation inaccurately in most situations. • Capitalize indiscriminately. • Spell with major errors which distract from understanding.

Performance Level Descriptors
English/Language Arts
Grade 8

Content Standard 8.0	Students listen to and evaluate oral communication for content, style, speaker's purpose, and audience appropriateness.
EXCEEDS STANDARDS	• Paraphrase speaker's main ideas and supporting evidence to draw meaning and ask insightful and relevant questions. • Provide a comprehensive evaluation of content and delivery and give constructive feedback. • Accurately analyze dialects associated with informal and formal speaking contexts as they are reflected in slang, jargon, and language styles. • Effectively follow multistep oral directions to complete a complex task.
MEETS STANDARDS	• Paraphrase speaker's main ideas and supporting evidence to draw meaning and ask relevant questions. • Evaluate content and delivery and provide constructive feedback. • Analyze dialects associated with informal and formal speaking contexts as they are reflected in slang, jargon, and language styles. • Follow multistep oral directions to complete a complex task.
APPROACHES STANDARD	• Paraphrase some of speaker's main ideas and supporting evidence to draw meaning and ask questions. • Inconsistently evaluate content and delivery and provide feedback that may not be constructive. • Listen and attempt to analyze dialects associated with informal and formal speaking contexts as they are reflected in slang, jargon, and language styles. • Follow multistep oral directions, but may not complete a task.
BELOW STANDARD	• Inaccurately paraphrase speaker's main ideas. • Lack skills to evaluate content and delivery and rarely provide feedback. • Demonstrate limited knowledge of dialects. • Follow simple oral directions only.

Performance Level Descriptors
English/Language Arts
Grade 8

Content Standard 9.0	Students speak using organization, style, tone, voice, and media aids appropriate to audience and purpose.
EXCEEDS STANDARDS	• Select and use purposeful vocabulary and exemplary public speaking techniques appropriate to audience and purpose. • Skillfully organize and deliver planned and impromptu presentations appropriate to audience and purpose. • Give clear and concise multistep directions to complete an increasingly complex task.
MEETS STANDARDS	• Select and use vocabulary and public speaking techniques appropriate to audience and purpose. • Organize and deliver planned and impromptu presentations appropriate to audience and purpose. • Give clear and concise multistep directions to complete a complex task.
APPROACHES STANDARD	• Select and use limited vocabulary or public speaking techniques that may be inappropriate to audience and purpose. • Ineffectively organize or deliver presentations that may be inappropriate to audience and purpose. • Give multistep directions to complete a complex task with minimal assistance.
BELOW STANDARD	• Use rudimentary vocabulary and demonstrate limited public speaking techniques. • Demonstrate a lack of organization and ineffective delivery of presentations. • Give incomplete or unclear directions to complete a complex task.

Performance Level Descriptors
English/Language Arts
Grade 8

Content Standard 10.0	Students participate in discussions to offer information, clarify ideas, and support a position.
EXCEEDS STANDARDS	• Lead conversations and group discussions and provide constructive feedback as appropriate. • Request and provide convincing evidence to support an opinion. • Assist in establishing group rules and developing individual roles in a variety of discussion formats. • Express valid and supported opinions while considering multiple or divergent viewpoints.
MEETS STANDARDS	• Participate in conversations and group discussions as an active listener to provide constructive feedback. • Examine and provide specific evidence to support an opinion. • Follow group rules and understand individual roles in a variety of discussion formats. • Express supported opinions while considering multiple or divergent viewpoints.
APPROACHES STANDARD	• Seldom participate in conversations and group discussions; may make inappropriate responses. • Occasionally request and provide evidence in support of an opinion. • Display some knowledge of group rules and individual roles in discussion formats. • Express opinions that may not consider multiple or divergent viewpoints.
BELOW STANDARD	• Listen, but do not contribute, to conversations and group discussions. • Lack awareness of the importance of evidence in support of an opinion. • Lack knowledge of rules and/or roles in discussion formats. • Express an unsupported opinion and do not recognize other viewpoints.

Performance Level Descriptors
English/Language Arts
Grade 8

Content Standard 11.0	Students formulate research questions, use a variety of sources to obtain information, weigh the evidence, draw valid conclusions, and present findings.
EXCEEDS STANDARDS	• Formulate appropriate questions and develop a clear purpose that leads to systematic inquiry, investigation, and research across the curriculum. • Systematically locate and select relevant information from multiple primary and secondary sources, including interviews, electronic resources, and community resources. • Thoroughly document research sources using a given format. • Accurately record information using a variety of note-taking and organizational strategies. • Deliver a well-organized research presentation using appropriate multimedia.
MEETS STANDARDS	• Formulate questions and develop a purpose which leads to inquiry, investigation, and research across the curriculum. • Locate and select relevant information from multiple primary and secondary sources. • Document research sources using a given format. • Record information using a variety of note-taking and organizational strategies. • Organize and present research findings using appropriate multimedia.
APPROACHES STANDARD	• Formulate questions with limited success and attempt to develop a statement of purpose that may lead to the research process. • Locate information from a limited number of primary and secondary sources. • Document research sources, but may make major errors in format. • Record information which may not be relevant and use inadequate note-taking and/or organizational strategies. • Present research findings which may lack effective organization and may not include multimedia.
BELOW STANDARD	• Formulate rudimentary questions, but lack a clear statement of purpose; have little success with the research process. • Collect minimal or incomplete information. • Provide little or no documentation. • Record insufficient or irrelevant information without note-taking or organizational strategies. • Present findings, but fail to interpret text into own words; lack multimedia support.

Performance Level Descriptors
English/Language Arts
Grade 12

Content Standard 1.0	Students know and use word analysis skills and strategies to comprehend new words encountered in texts.
EXCEEDS STANDARD	• Consistently and independently apply knowledge of prefixes, suffixes, and Anglo-Saxon, Greek, and Latin roots to determine the meanings of unknown words across the curriculum. • Interpret the meaning of subtle or obscure literary allusions to comprehend text. • Consistently apply understanding of subtle differences in the connotations of words to understand text.
MEETS STANDARD	• Apply knowledge of Anglo Saxon, Greek, and Latin roots adequately to determine the meanings of unknown words across the curriculum. • Interpret the meanings of familiar literary allusions to comprehend text. • Discern connotative differences between closely related words.
APPROACHES STANDARD	• Seldom apply knowledge of Anglo Saxon, Greek, and Latin roots to determine the meanings of unknown words across the curriculum. • Only recognize familiar literary allusions. • Distinguish obvious connotative differences in the meanings of synonyms.
BELOW STANDARD	• Display inability to adequately apply knowledge of Anglo Saxon, Greek, and Latin roots to determine meanings of unknown words across the curriculum. • Does not recognize the meanings of familiar literary allusions. • Does not discern connotative differences of synonyms.

Performance Level Descriptors
English/Language Arts
Grade 12

Content Standard 2.0	Students use reading process skills and strategies to build comprehension.
EXCEEDS STANDARD	• Automatically choose and apply appropriate pre-reading strategies. • Consistently monitor comprehension and choose to repair strategies appropriate to the purpose for reading.
MEETS STANDARD	• Independently apply pre-reading strategies. • Monitor comprehension during reading and applies repair strategies when necessary.
APPROACHES STANDARD	• Sporadically apply pre-reading strategies. • Demonstrate occasional awareness of comprehension break down and uses a limited number of repair strategies.
BELOW STANDARD	• Do not or cannot apply pre-reading strategies. • Cannot monitor comprehension and/or lack repair strategies.

Performance Level Descriptors
English/Language Arts
Grade 12

Content Standard 3.0	Students read to comprehend, interpret, and evaluate literature from a variety of authors, cultures, and times.
EXCEEDS STANDARD	• Interpret themes in increasingly complex literature and defend the interpretation with textual evidence and application of historical and cultural contexts. • Demonstrate insightful connections between authors' purposes and their choice of genre and stylistic devices such as imagery, figurative language, and irony.
MEETS STANDARD	• Interpret themes in literature and defend the interpretation with textual evidence and/or application of historical and cultural contexts. • Determine authors' purposes through analysis of authors' choices of genre and stylistic devices such as imagery, figurative language, and irony.
APPROACHES STANDARD	• Recognize some themes in literature, but do not explain without assistance. • Determine authors' purposes, but do not connect those purposes with any stylistic devices or genre choices employed by the authors.
BELOW STANDARD	• Sometimes recognize themes from literature, but may confuse theme with other literary elements. • Do not determine authors' purposes.

Performance Level Descriptors
English/Language Arts
Grade 12

Content Standard 4.0	Students read to comprehend, interpret, and evaluate informational texts for specific purposes.
EXCEEDS STANDARD	• Determine authors' purposes in informational texts and public documents through substantial and convincing analysis of text features, rhetorical strategies, and historical and cultural contexts. • Locate, effectively organize, and interpret information in multiple primary and secondary sources, creating a novel and compelling synthesis. • Efficiently read and apply multistep directions to perform complex procedures and tasks.
MEETS STANDARD	• Determine authors' purposes in informational texts and public documents through analysis of text features, rhetorical strategies, and historical and cultural contexts. • Locate, organize, interpret, and synthesize information in multiple primary and secondary sources to support ideas and positions. • Read and apply multistep directions to perform complex procedures and tasks.
APPROACHES STANDARD	• Make simple inferences about authors' purposes in informational texts and public documents, but do not connect those purposes to text features, rhetorical strategies, and historical and cultural contexts without assistance. • Locate and organize information in multiple primary and secondary sources, but do not interpret or synthesize to support ideas and positions. • Read, but may not apply, multistep directions in procedures and tasks.
BELOW STANDARD	• Do not determine authors' purposes without focused, guided instruction. • Locate information in multiple primary and secondary sources, listing examples, but do not organize, interpret, or synthesize. • Read multistep directions, but do not follow them to perform the task.

Performance Level Descriptors
English/Language Arts
Grade 12

Content Standard 5.0	Students write a variety of texts that inform, persuade, describe, evaluate, or tell a story and are appropriate to purpose and audience.
EXCEEDS STANDARD	• Write research papers that support theses by skillfully integrating information from a variety of sources and that conform to a style manual. • Produce subject-specific technical writing such as a systematic instructional manual for multi-step tasks and field reports. • Distill large amounts of information by summarizing and prioritizing. • Write narrative essays that connect personal events to larger issues in an insightful manner. • Write responses to literature that reflect an in-depth understanding of literary elements and themes. • Write persuasive essays that maintain an authoritative position by clearly defining and framing issues.
MEETS STANDARD	• Write research papers that adequately develop theses, use appropriate sources, and conform to a style manual. • Produce subject-specific technical writing such as clear instructional manuals or field reports. • Summarize large amounts of information into concise prose. • Write narrative and reflective text that connects personal events to larger issues. • Write responses to literature that reflect an understanding of literary elements. • Write persuasive essays that support, clarify, and defend positions with relevant evidence.
APPROACHES STANDARD	• Write research papers that marginally connect theses with information and that may contain errors in format. • Produce subject-specific technical writing that lacks necessary detail and clarity. • Summarize information, but include irrelevancies or fail to distinguish between major and minor points. • Retell an event without connections to larger issues. • Write responses to literature that may rely only on personal reaction. • Write persuasive essays in which the position is unclear and/or the evidence is brief, tangential, or based solely on personal opinion.
BELOW STANDARD	• Write reports with no attention to thesis development and information integration; fail to cite sources. • Produce technical writing that is incoherent, incomplete, or insufficient. • Retell information without condensing it. • Retell an event without focus and/or adequate development. • Write responses to literature that restate or summarize the text. • Write persuasive essays that fail to establish a position and/or develop the issues.

Performance Level Descriptors
English/Language Arts
Grade 12

Content Standard 6.0	Students write with a clear focus and logical development, evaluating, revising, and editing for organization, style, tone, and word choice.
EXCEEDS STANDARD	• Independently generate ideas for writing by selecting appropriate pre-writing strategies with attention to audience, purpose, and personal style. • Organize ideas by selecting and applying structures such as comparison/contrast and cause/effect to enhance the central idea or theme. • Write compositions that present complex ideas. • Consistently and independently revise writing to improve idea development, word choice, organization, style, and point of view, applying appropriate criteria. • Edit for standard English, manipulating conventions for effect.
MEETS STANDARD	• Generate ideas for writing by selecting appropriate pre-writing strategies with attention to audience and purpose. • Organize ideas by selecting and applying structures appropriate to purpose, such as cause/effect and comparison/contrast. • Write compositions that develop complex ideas in a clear, detailed, and focused manner. • Revise writing to improve idea development, word choice, organization, and point of view, using given criteria such as rubrics or feedback from others. • Edit for use of standard English.
APPROACHES STANDARD	• Generate ideas for writing, but select limited or repetitive strategies with no attention to purpose or audience. • Organize ideas without attention to specific structures. • Write compositions that present ideas with some focus and relevant detail. • Revise writing with more attention to editing concerns than to larger issues in the paper. • Edit for obvious errors such as incorrect end punctuation and misspelling.
BELOW STANDARD	• Draft papers with limited or no pre-writing. • Draft papers without attention to organizational concerns. • Write compositions in which the ideas are random, superficial, or repetitious. • Do not revise. • Do not have the knowledge base to edit accurately.

Performance Level Descriptors
English/Language Arts
Grade 12

Content Standard 7.0	Students write using Standard English grammar, usage, punctuation, capitalization, and spelling.
EXCEEDS STANDARD	• Apply the rules of usage, grammar, and capitalization; use sophisticated structures, such as parallelism and subordination. • Use multiple sophisticated sentence structures for stylistic effect. • Effectively use rules of punctuation, manipulating the rules for emphasis in writing.
MEETS STANDARD	• Apply the rules of usage, grammar, and capitalization. • Use a variety of sentence structures, such as coordination and subordination, with attention to varying sentence length. • Correctly use rules of punctuation; may occasionally manipulate the rules for emphasis in writing.
APPROACHES STANDARD	• Apply rules of usage, grammar, and capitalization with some errors that do not impede understanding. • Use a limited variety of sentence structures; occasionally write run-ons and fragments. • Correctly use end punctuation, but do not consistently apply rules of internal punctuation.
BELOW STANDARD	• Write text which contains serious errors in usage, grammar, and capitalization that impede understanding. • Consistently use very simplistic sentence structures or fragments and run-ons. • Inaccurately apply the rules of punctuation in most circumstances.

Performance Level Descriptors
English/Language Arts
Grade 12

Content Standard 8.0	**Students listen to and evaluate oral communications for content, style, speaker's purpose, and audience appropriateness.**
EXCEEDS STANDARD	• **Independently and insightfully summarize and evaluate communications according to speaker's purpose.** • **Create and apply insightful criteria for evaluating content and delivering oral and multi-media presentations.** • **Analyze and apply knowledge of the effects of language and dialect on audience response.**
MEETS STANDARD	• Summarize and evaluate oral communications according to speaker's purpose. • Create and apply criteria for evaluating content and delivery of oral and multi-media presentations. • Apply knowledge of the effects of language and dialect on audience response.
APPROACHES STANDARD	• Summarize, but may not evaluate, oral communication according to speaker's purpose. • Apply criteria for evaluating content and delivery of oral and multi-media presentations with limited success. • Analyze only the most obvious effects of language on audience response.
BELOW STANDARD	• Superficially recognize ideas in oral communications. • Apply only rudimentary criteria for evaluating content and delivery of oral and multi-media presentations. • Lack awareness of effects of language on audience response.

Performance Level Descriptors
English/Language Arts
Grade 12

Content Standard 9.0	Students speak using organization, style, tone, voice, and media aids appropriate to audience and purpose.
EXCEEDS STANDARD	• Make planned speeches, which may be enhanced by multimedia, that achieve the speaker's purpose, engage the audience, and are distinguished by a strong personal style. • Deliver extemporaneous and impromptu presentations that develop a particular topic and consistently engage the audience.
MEETS STANDARD	• Make planned speeches, which may be enhanced by multimedia, using language and public speaking techniques appropriate to audience and purpose. • Deliver extemporaneous and impromptu presentations that address a particular topic and engage the audience.
APPROACHES STANDARD	• Make planned speeches, which may be enhanced by multimedia, but use ineffective vocabulary or speaking techniques. • Deliver extemporaneous and impromptu presentations that wander from the topic or may not demonstrate audience awareness.
BELOW STANDARD	• Deliver a planned speech, which may contain multimedia, but fail to develop a topic and do not use appropriate vocabulary and speaking techniques. • Deliver extemporaneous or impromptu presentations with little attention to audience.

Performance Level Descriptors
English/Language Arts
Grade 12

Content Standard 10.0	Students participate in discussions to offer information, clarify ideas, and support a position.
EXCEEDS STANDARD	• Participate in conversations or group discussions by identifying, effectively synthesizing, and appraising data in order to negotiate a solution or propose possible options. • Enhance group productivity by monitoring such things as time limits for speakers and deadlines for decision-making. • Advance a position using logical evidence which fully refutes opposing viewpoints.
MEETS STANDARD	• Participate in conversations or group discussions by identifying, synthesizing, and evaluating data in order to solve problems or propose possible options. • Attend to issues that facilitate group productivity, such as adhering to time limits for speakers and deadlines for decision-making. • Justify a position using logic and refuting opposing viewpoints.
APPROACHES STANDARD	• Rarely participate in conversations or group discussions or display inability to apply relevant data to arrive at solutions or possible options. • Lack awareness of the connection between group monitoring techniques and productivity. • Justify a position using emotion and some logic that may or may not refute opposing viewpoints.
BELOW STANDARD	• Disrupt or refuse to participate in conversations or group discussions. • Disregard monitoring techniques established by the group. • Express opinions with little or no recognition of opposing viewpoints.

Performance Level Descriptors
English/Language Arts
Grade 12

Content Standard 11.0	Students formulate research questions, use a variety of sources to obtain information, weigh the evidence, draw valid conclusions, and present findings.
EXCEEDS STANDARD	• Formulate in-depth, focused research questions and select research designs that complement the investigation. • Discriminate among possible credible sources of information, selecting those which best support the purpose. • Independently cite sources of information and consistently adhere to a standard method of documentation. • Convey research findings in polished multimedia presentations.
MEETS STANDARD	• Formulate focused research questions and use appropriate research designs to gather information. • Evaluate possible sources of information for credibility and usefulness. • Cite sources of information using a standard method of documentation. • Organize and present findings in a multimedia format.
APPROACHES STANDARD	• Formulate research questions and conduct research without specific research designs in mind. • Gather sources of information without evaluating them for credibility and usefulness. • Do not consistently adhere to a standard method of documentation when citing sources. • Present research findings in a multimedia format that may lack organization or coordination.
BELOW STANDARD	• Do not form workable research questions; approach research haphazardly. • Do not collect multiple sources for the purpose of research. • Do not cite sources or do not apply a standard method of documentation. • Lack ability to organize and present research findings; fail to interpret text into own words.

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